UNDER 1 ROOF

Overview of Our Services

Assessment	Case Management	Clinical
Community	Educational	Expressive Therapy
Family	L.E.A.	Medical
Occupational Therapy	P.E. & Athletics	Psychiatry
Regulation	Speech & Language	Vocational

Lighthouse School, Inc.

Introduction

All services at Lighthouse School occur in a bioeducational context!

Bioeducation unites education and treatment into a powerful experience resulting in lasting change.

With our Interdisciplinary Services Model, communication and coordination across all service areas maximize experiential consistency and result in long-term benefits to our students.

Assessment Services

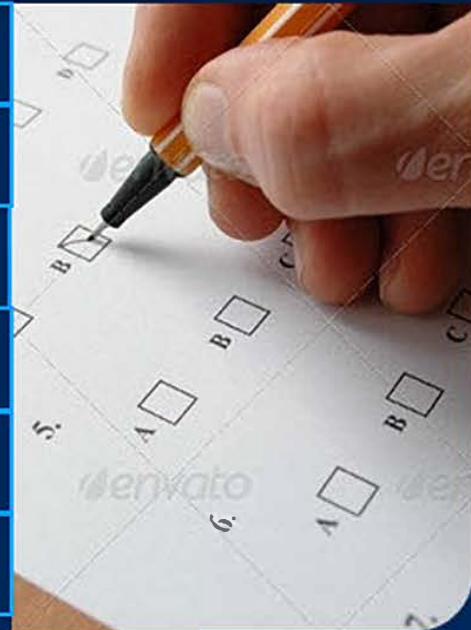*Treatment and education begin with understanding strengths and needs*

These services focus on using formal assessment tools to sharpen our understanding of students' strengths and needs.
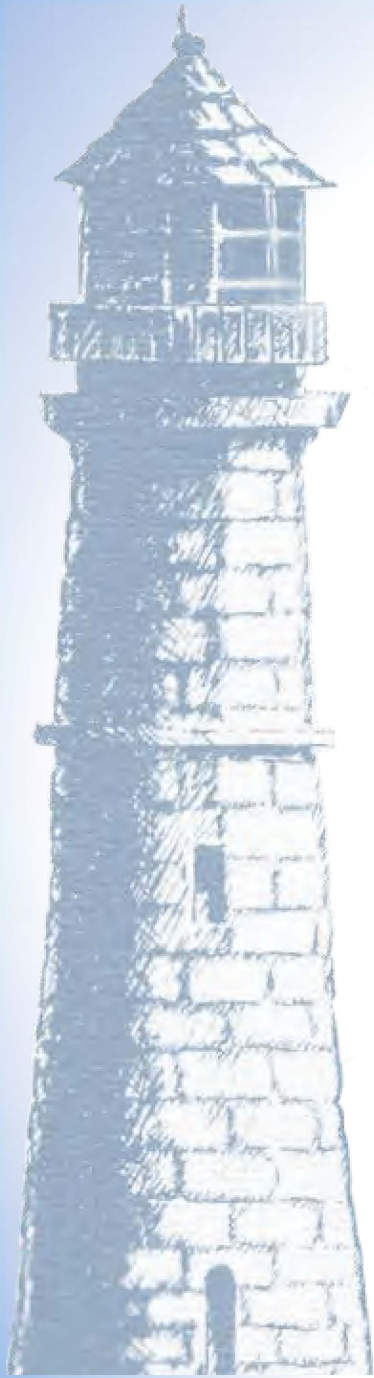
- Formal Communication of Student Functioning
- Re-Evaluation Services
- State Mandated Testing
- Extended Evaluations & IAES Placements

Formal Communication of Student Functioning

Purpose of Formal Communication

- Ensures all members of the team have up-to-date information on the student's functioning.

- Provides information to maximize the consistency of treatment across all settings.

- Documents global student functioning in a written report that becomes part of the student's file.
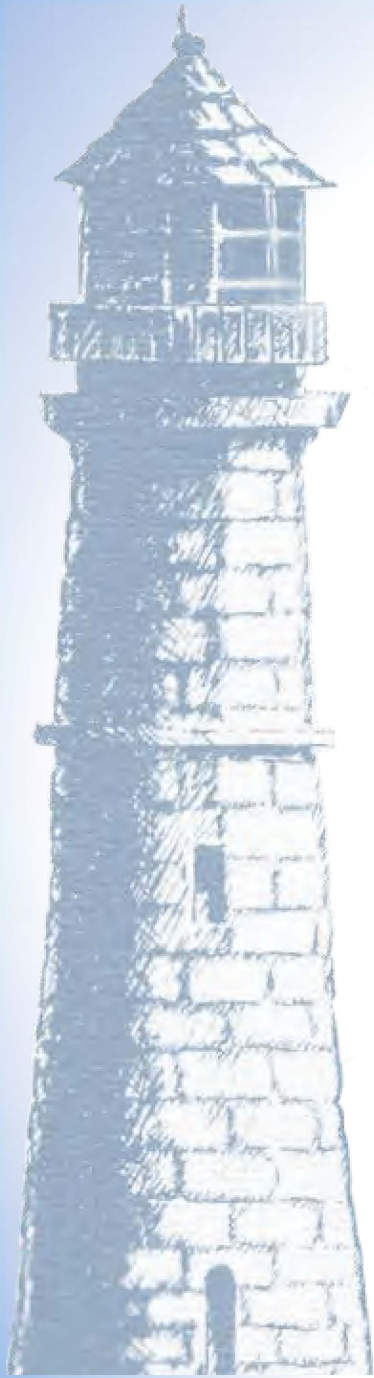
Types of Reports

- Student functioning
  - Summary of current functioning
  - Student discharge
- Student treatment plans
  - Bus conduct
  - Attendance issues
  - School safety
- 3-year re-evaluations
- Extended Evaluation and IAES

Requesting Reports

A report may be requested by:

- Families

- School systems

- Lawyers

- Probation Officers

- Psychiatrists

- Outside therapists and treatment collaterals

Re-Evaluation Services

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What We Do

- We provide reliable and valid evaluation results to our school districts and families.

- We offer this service at no additional cost to the family and school district.

- We assess students in all areas (academic, cognitive, social-emotional, behavior, speech and language, and occupational therapy).
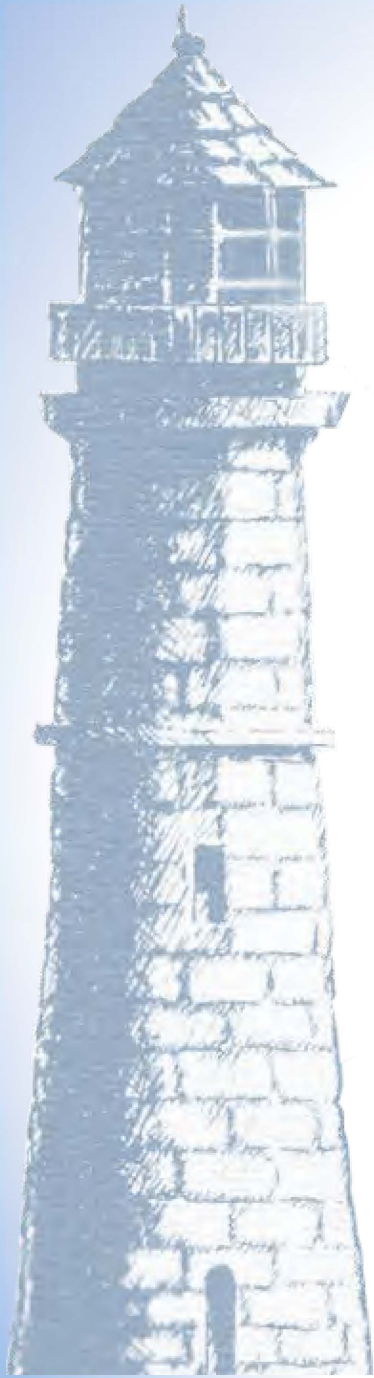
How We Do It

- We help students do their best by providing a reassuring and minimally disruptive setting.

- We offer short testing sessions with familiar staff depending on student ability to participate.

- We collaborate with the team to ensure the student is adequately prepared for the demands of testing.

What We Share

- Our reports are comprehensive and offer recommendations based on significant student features.

- Drafts of reports are shared with districts and families prior to team meetings.

- The evaluators present the results and answer questions during the team meeting.

State Mandated Testing

Overview

- We follow all state mandated test protocols and timelines, regardless of which state the student lives in.

- During IEP meetings, we discuss testing accommodations, and the appropriateness of the alternate assessment.

- All enrolled students participate in state wide assessments in accordance with IEP guidelines.

- We provide in-service training annually to all staff regarding state wide testing.

Test Administration

- We collaborate to create a testing schedule with groupings of students that work best together.

- We ensure that staff are providing students with test accommodations during daily instruction.

- We talk to case managers.

We Work with Students To…

- Understand what their accommodations are.

- Help them become advocates in their own learning.

- Understand their strengths and weaknesses.

- Accept the fact that they need what they need to be successful and that does not change how we feel about them or think of them as a student or as a person.

Preparing & Processing

- We help students prepare for testing by providing them with sample test practice questions as well as copies of graphic organizers and math reference sheets that they will be using.

- We ensure that all test administrators and school personnel authorized to have access to secure test materials comply with the requirements and instructions contained in the test administration manual.

- All students have the opportunity to process their thoughts and feelings related to testing with trusted staff.

Case Management Services

When school and community are linked, everyone benefits.

These services focus on communication and collaboration with community-based agencies and care providers.

- Court & Legal Collaboration
- Hospitalization Communication & Coordination
- New Student Integration
- Post Secondary Education Planning & Preparation

Court & Legal Collaboration

Court-Involved Students

- We provide assistance to parents and guardians of students involved with the legal system.

- Typical legal issues:
  - Child Requiring Assistance (C.R.A): Massachusetts juveniles
  - Child In Need of Services (C.H.I.N.S): New Hampshire juveniles
  - Delinquency

How we help with CRA

- Assist the parent or guardian to file the CRA.

- Attend court hearings for the initial filing as well as periodic reviews.

- Maintain phone contact with probation officers and host meetings at the school as requested.

- Submit court reports outlining services offered by Lighthouse School as well as student's current functioning during the review period.

- Communicate with school district liaison so they are aware of the student's status and progress.

How we help with CHINS

- Assist parents in understanding the process of applying for CHINS services.

- Assist with completing forms and attending court as necessary.

- Develop and submit to the court clinical reports outlining student's current functioning during the review period.

- Maintain phone contact with the assigned Juvenile Probation and Parole Officer (JPPO) and host meetings at the school as requested.

- Communicate with school district liaison so they are aware of the student's status and progress.

How we help with delinquency cases

- Attend court appearances with the family to be supportive and assist with providing clinical updates on the student's progress.

- Provide clinical reports detailing student functioning and services provided.

- Maintain close communication with court personnel and assigned lawyers to give updates on student's current functioning.

- Communicate with school district liaison so they are aware of the student's status and progress.

Hospitalization Communication and Coordination

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Communication

If a student is hospitalized for medical or psychiatric care, we provide support and communication.

- We maintain phone contact with the family, hospital personnel, and school district.
- Family meetings take place as needed.
- We often attend community agency meetings and discharge planning meetings.

Coordination of Treatment

- We continue to offer treatment to students, through collaboration with hospital psychiatrists and therapists.

- Tutoring can be provided.

- With the treatment team, Lighthouse staff share information about clinical functioning, therapeutic goals, and treatment interventions.

Discharge Planning and Follow-Up

- We may attend discharge planning meetings at the hospital.

- We require a reintegration meeting with the family at Lighthouse School, especially if there is a medication change.

- We follow up with the family and outside agencies through phone conversations and meetings.
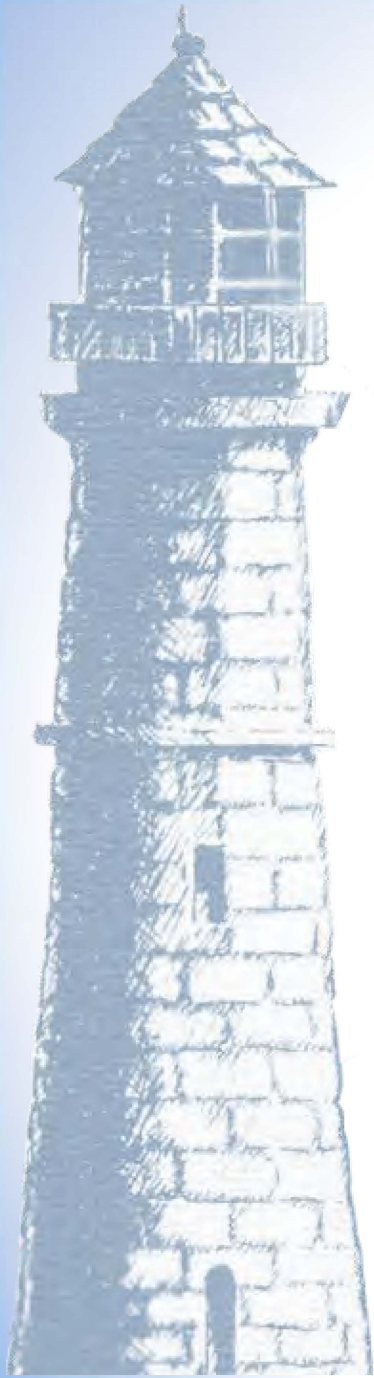
New Student Integration

Preparation

- Each student comes to us with different experiences, histories and needs.

- Even before their first day, supervisory staff have thoroughly reviewed all information gathered during the referral process.

- This information is used to develop a New Student Integration Plan that will be shared with all staff who will work with the student.

Primacy Period

- When a student enrolls at Lighthouse School, the first few weeks set the foundation for success.

- During this period we develop a treatment partnership with the family as well as the student.
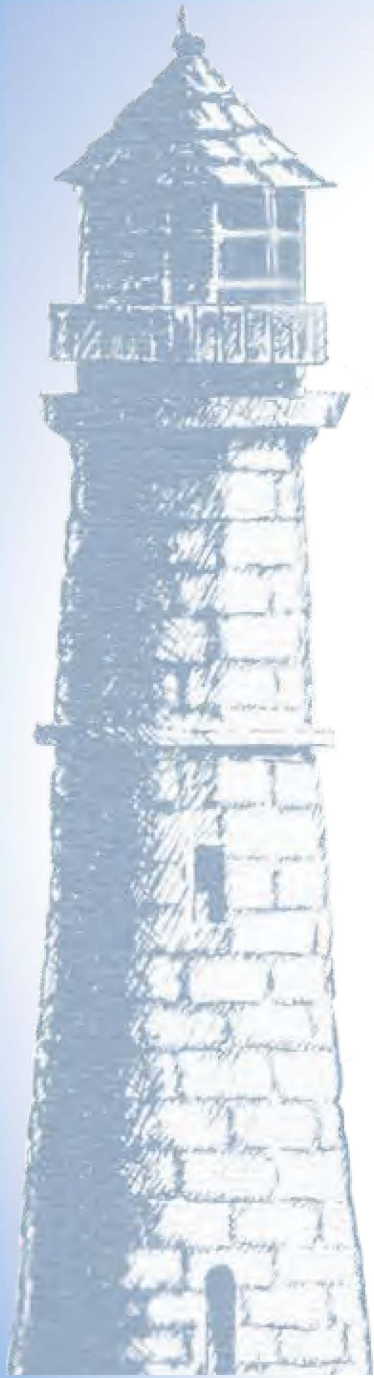
Goals of Primacy

- Help the students to feel welcome and comfortable in their new environment.

- Lay the foundation for the communication bridge between home and school.

- Facilitate relationship development with staff and other students.

- Reinforce participation in our treatment technology of APEX Bioeducation.

Communication

- Staff engage in ongoing communication with each other to ensure consistency in treatment across all disciplines.
- Communication with families/guardians and school systems during the primacy period ensures that everyone is working together to develop a strong treatment foundation.

Post Secondary Educational Planning and Preparation

What We Do

- Lighthouse School works closely with transitioning students, their families/guardians and school systems to assist with post-secondary educational planning and preparation.

- Family therapists help identify areas that need to be addressed and assist the families and/or student with accomplishing these steps in collaboration with the team.

Planning for the Future

- Complete any applications needed for post-educational studies
- Assist the student with composing essays needed for the application process
- Determine dates for SAT preparation or examinations within the district
- Determine dates to meet deadlines for submitting any paperwork
- Set up appointments with the guidance department within the school district, if needed

Therapeutic Processing

Students work with their therapists to:

- Process feelings around their upcoming transition

- Reflect upon changes and growth

- Set realistic goals for after transitioning

- Gain an objective sense of their strengths and areas they still may need support

Clinical Services

The Heart of Lighthouse School.

These services focus on helping students gain the skills and insights necessary to be successful in all life contexts

'At Risk' Assessments &

Intervention Bus Plans

Group Psychotherapy

Individual Psychotherapy

At Risk Assessment and Intervention

'At Risk' Incidents:

- Any student statement or action that represents a significant risk to self or others.

- Most at risk incidents involve students making comments about wishing to/thinking about hurting themselves or others

At Risk Assessment:

- Assessments are conducted by a senior member of the Clinical Services Team.

- Student comments/actions are assessed for level of seriousness and likelihood of student acting on these comments.

- Results of assessment are communicated to Clinical Supervisors and Managers.

Treating underlying features and needs

- 'At risk' statements typically represent a student's attempt to communicate conflict, needs and feelings.

- From the perspective of APEX, it is essential that these underlying features be incorporated into ongoing treatment.

Possible Assessment Outcomes:

- Contacting the family

- Contacting outside mental health providers

- On-site assessment by community-based mobile crisis team

- Transportation via ambulance to local hospital for psychiatric assessment/ evaluation

Bus Plans

What are bus plans and who needs them?

- Bus plans identify target behaviors for students with significant transportation issues.
- They are part of some students' treatment plans.
- Bus plans address individual student needs.

Why do we have bus plans?

- Safety is our priority.
- Some students struggle in less structured settings.
- Our commitment to students and families does not stop when they leave our building.
- While transportation is the school district's responsibility, we work closely with providers to support their staff.

Group Psychotherapy

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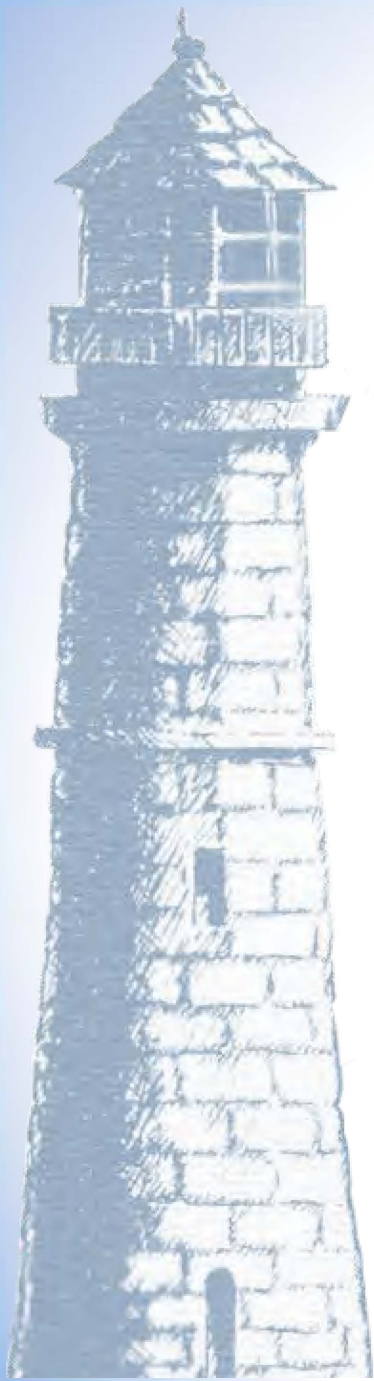
Who Gets Group Therapy?

- All students receive group pscyhotherapy within their homeroom setting.

- Specialty groups are made up of students of similar age and functioning level, and center around a particular theme that addresses their needs.

Goals

Goals include, but are not limited to:

- Articulating feelings and thoughts in the presence of others who listen and care

- Gaining self-awareness, and improving decision making and problem solving

- Acquiring social skills and appropriately expressing affect

- Enhancing group dynamics and self-other experiences, as they pertain to their relationships in school, the community, and at home

Outcomes

- Outcomes of group psychotherapy include changes in attitude and behavior and increased self-awareness.

- Group psychotherapy sessions foster tolerance, respect, responsibility, and relationships.

Individual Psychotherapy

Why We Offer Individual Psychotherapy

- While different in many aspects of their lives, what all students enrolled at Lighthouse School share is a complex clinical profile.

- Individual psychotherapy offers the student the opportunity to explore thoughts and feelings in the presence of an adult who will listen, care and provide direction and guidance.

Who Receives Individual Psychotherapy?

Individual psychotherapy is provided for those students whose cognitive and developmental functioning levels suggests that participation in traditional psychotherapy would be beneficial to their overall health and well being.

Psychotherapy Sessions

- Psychotherapy sessions work to help students develop insight related to their actions, interactions, and the actions of others in their lives.

- Alternatives to traditional psychotherapy are incorporated into sessions where developmentally appropriate in order to explore more sensitive issues.

- Goals include self-exploration in an octo-dimensional manner (i.e. cognitive, affective, behavioral, social, physical, sensory, spiritual, and temporal).

Community Services

Expanding practical skills in real-life settings

These services focus on helping students acquire the vocational and life skills that help them be successful in day to day contexts.

Community-Based Services

Transition Planning & Coordination

Community-Based Services

FOCUS

- Helping students acquire the vocational and life skills that help them be successful in day to day contexts

- Testing and practicing generalization of skills when students are out of the school building

- Motivating the students to go out into the public, take appropriate risks, make safe decisions, navigate social situations and complete a task

Staffing

- Community Therapists

- Vocational Teachers

- Teaching Assistants

Where We Go

- Job Sites
    - Hampton Inn   Brookdale
    - CVS   Colony Foods
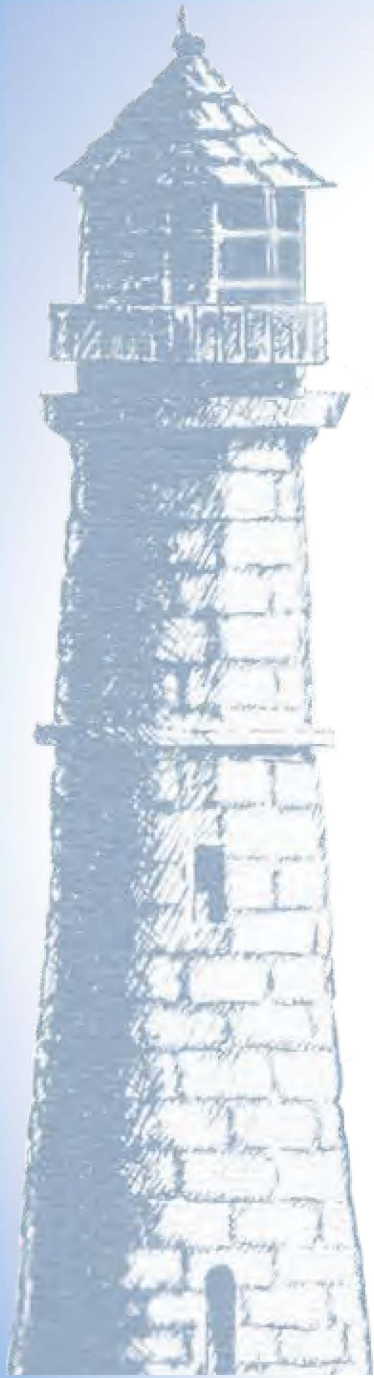   - JC Penney   Residence Inn

- Community Resources
    - Stores
    - Libraries
    - Recreational Facilities

What We Work on Across All Settings

- Social Interactions
- General Manners
- Asking for help
- Personal Boundaries
- Social Norms in the Community
- Volume and Tone of Voice

Transition Planning and Coordination

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WHEN DO STUDENTS START PREPARING FOR TRANSITIONAL SERVICES?

- Students actually begin to think about transition from the day they enter Lighthouse School.

- Common things that a students are asked to think about and work on while they are here:

    - "Why am I at Lighthouse School?"

    - "What do I need to work on while I am here?"

    - "How can I get where I want to be?"

- Transitional goals may include: going back to public school, getting a high school diploma, practicing vocational skills, getting a job.

HOW DO STUDENTS START THE TRANSITION PROCESS?

- When a student turns 14 a transition statement is added to the Individual Educational Plan.

- The TEAM (student, family, school district, Lighthouse School staff, and outside agencies) will meet and help determine what the student may or may not need in terms of transitional planning. All parties involved in the Team meeting have input into the focus of the student's Transition Plan.

WHAT PROVIDED SERVICES IMPACT A STUDENT'S TRANSITION PLANNING?

Clinical Services

- Specialized Motivation Program
- Individual Therapy
- Group Therapy
- Family Therapy
- Community Therapy
- Case Management Wrap-Around

Transitional Services

- School to Work
- Adult Living Instruction
- Community Based Job Training
- Post Secondary Educational Planning
- Transcript Development/High School Course Credit

Educational Services

- Applied Life Skills Instruction
- Skills for Adult Living
- Vocational Development

WHEN IS A STUDENT READY TO TRANSITION?

- From the moment students enter Lighthouse School, we are working to help them learn more about themselves and other people in order to be more successful in the future.

- The formal decision for transition is a part of the Team Meeting Process.

- Students demonstrate their readiness to transition in a variety of ways, including:

  - Regulating behavior
  - Expressing thoughts and feelings
  - Recognizing and resolving conflicts
  - Understanding/Accepting disability
  - Demonstrating empathy for others
  - Being able to build healthy relationships with other people

Educational Services

A strong early foundation promotes a positive attitude and success.

These services focus on helping students acquire the basic academic skills that will allow them to participate more fully in later grades.

PRIMARY	SECONDARY
Academic Courses	Academic Courses
Reading Advancement	Functional Academic Advancement
Writer's Workshop	High School Credits Towards Graduation
	High School Electives

Our Curriculum & Common Core

Primary Academic Courses

Courses Included

- English Language Arts
- Mathematics
- History and Social Sciences
- Science, Technology and Engineering
- Writer's Workshop
- Reading Group Instruction

Curriculum

- Curriculum is adapted to meet the specific needs and learning styles for students whose learning is compromised by their disability as well as the functioning levels of students.

- Curriculum also includes
  - Enrichment Activities
  - Supplemental Assignments
  - Homework

Lessons

- Accommodations allow students to experience success while learning at their own pace and level.

- Small, homogeneous lessons and activities engage students in the process of learning.

- Input from Occupational and Speech Therapy Divisions is incorporated into goals.

Our Curriculum and Common Core

What is meant by Common Core?

- It **is** a clear set of shared goals and expectations of what knowledge and skills are needed to help students succeed.

- It is **not** a curriculum.

Curriculum

- Our academic curriculum is aligned with the Common Core standards.

- Curriculum is modified to meet the needs of our diverse population.

- Accommodations are utilized to address the specific learning needs of our students .
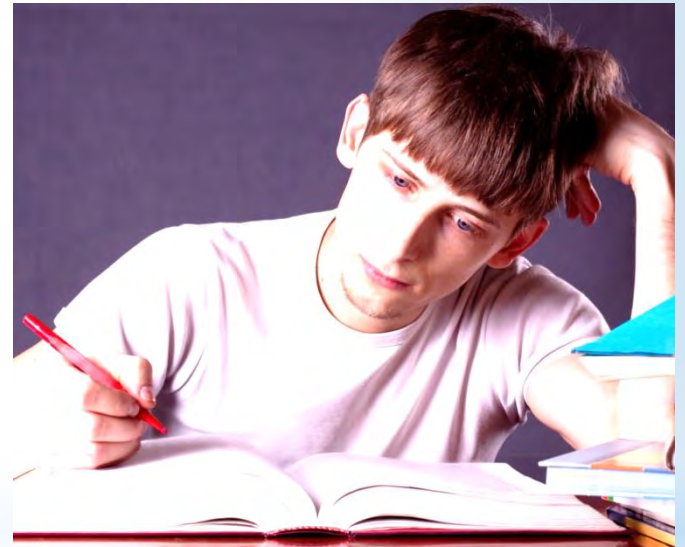
Common Core standards focus on:

- Critical thinking skills

- Problem solving skills

- Analytical skills

Putting it into practice:

- Curriculum Calendars

- Lesson Plans

- Enrichment Activities

- Supplemental Assignments

- Homework

Reading Advancement

Assessment

- Students in grades pre-K through 8 participate in annual formal reading placement assessments.

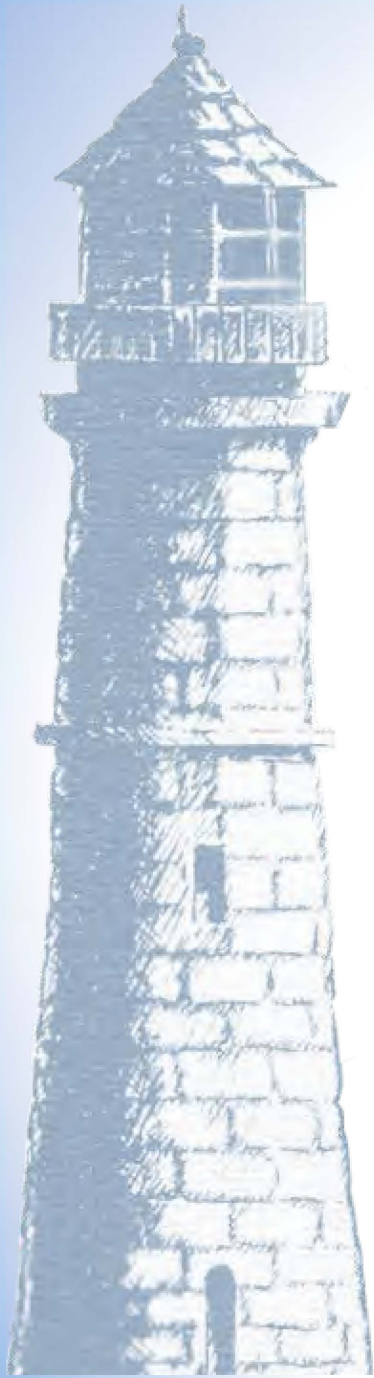- Informal assessments occur throughout the year to ensure optimal group placement.

Instruction

- Students receive dedicated reading instruction three times per week in addition to English Language Arts direct service.

- Leveled reading groups are based on student skill and instructional needs.

- Instruction is multi-modal and based on the student's learning style.

- Groups focus on sight words, phonological awareness, fluency, comprehension, and guided reading.

Bioeducational Activities

Throughout the year, there are additional activities tied to reading instruction:

- Read Across America
- Book Fair
- Principal's Challenge
- Student presentations and projects

Writer's Workshop

What is Writer's Workshop?

- Students participate in Writer's Workshop to develop essential writing skills through daily exercises.

- Lessons are differentiated based on developmental level, learning needs, and chronological grade expectations.

Writing Styles

Each quarter, a specific writing style is addressed:

- Opinion/Persuasive
- Creative Writing
- Expository/Informative
- Narrative

Teachers develop weekly prompts for each style.

Five Step Structured Approach

A five-step structured approach is used, culminating in a "Writer's Theatre" that offers students the opportunity to present their work in front of the class.
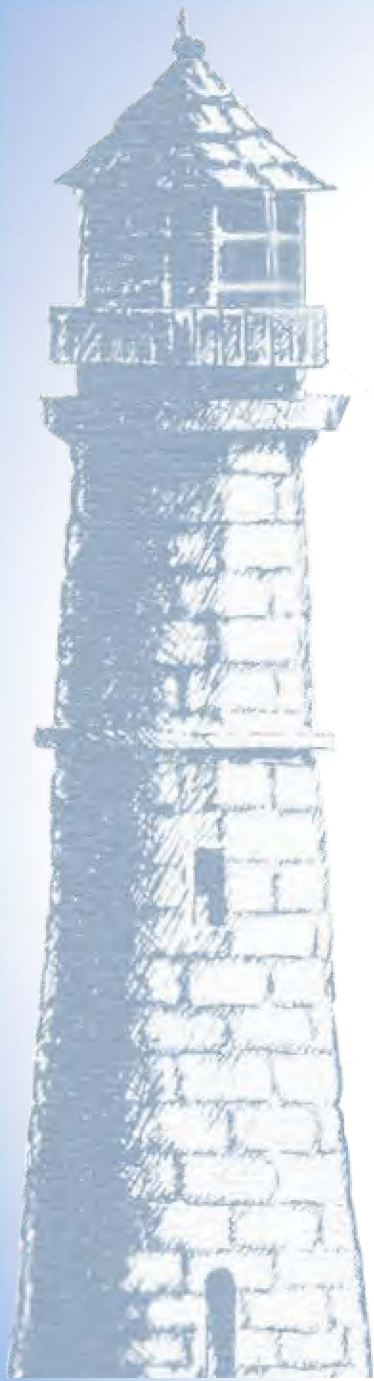
Secondary Academic Courses

High School courses

- Courses offered meet high school credit requirements.

- Courses are aligned with the Common Core Standards.

- Students' grades are shared with both the family and the school system.

- English Language Arts and Mathematics Courses may be traditionally academic in nature or have a more functional life skills focus.

Course Curricula

- Course curricula are adapted (differentiated) to meet the unique needs and learning styles of individual students.

- Accommodations allow students to experience success while learning at their own pace and level.

- Course instruction typically happens in homogenous, small groups.
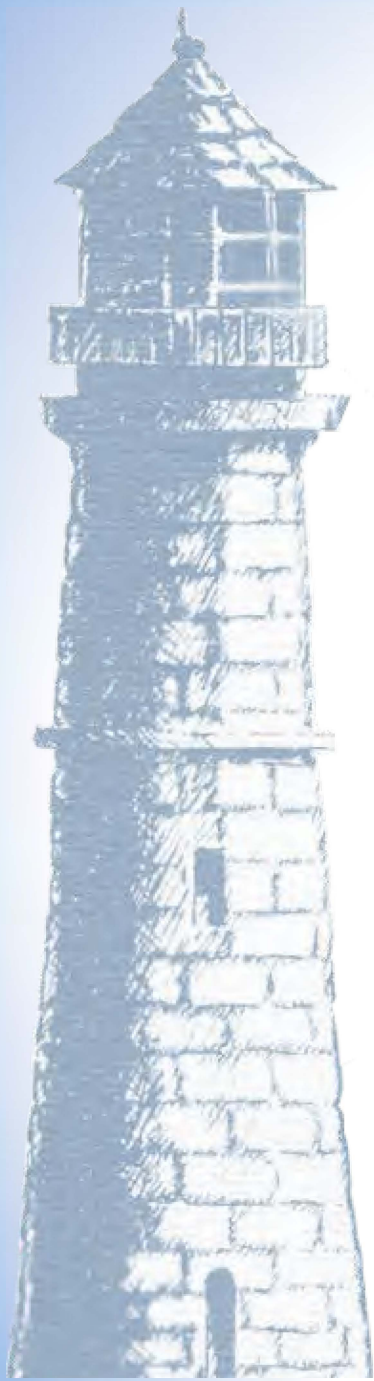
Functional Academic Advancement

What are functional academics?

- Academics that directly teach skills important to everyday experiences in real life contexts.

- They are designed to address functional adaptation and relative independence.

- Each course builds upon acquired skills as students gain more proficiency and higher levels of aptitude.

Why teach functional academics?

- Our students have a wide range of learning abilities and cognitive functioning.

- Some students struggle with abstract concepts and operations.

- These students are typically more successful when lessons utilize hands-on materials and simulate real life experiences.

Life Skills English

- Lessons may include such topics as consumer skills, household management, leisure, cooking, and transportation/community access.

- As the student progresses in grade, the focus moves more to the working world and career opportunities. Students learn how to complete applications, create a resume, and participate in interviews.

Life Skills Math

- Lessons may include such topics as spending money, budgeting, travel, recreation, time, and technology.

- Beginning in 11th grade, the focus of instruction switches to maintaining employment and being responsible consumers.
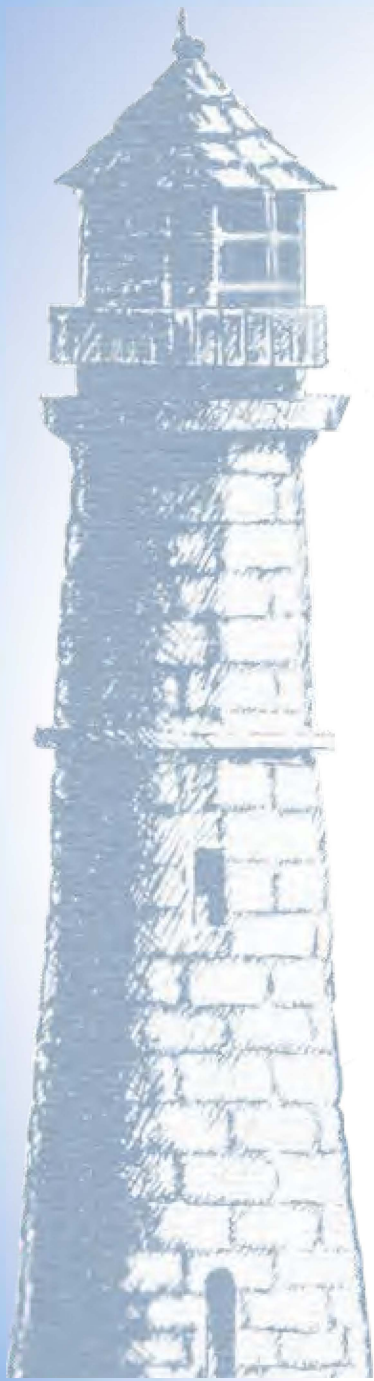
High School Credits Toward Graduation

Collaboration

- We work closely with school districts to ensure students are enrolled in the courses necessary to meet state requirements for a high school diploma or certificate.
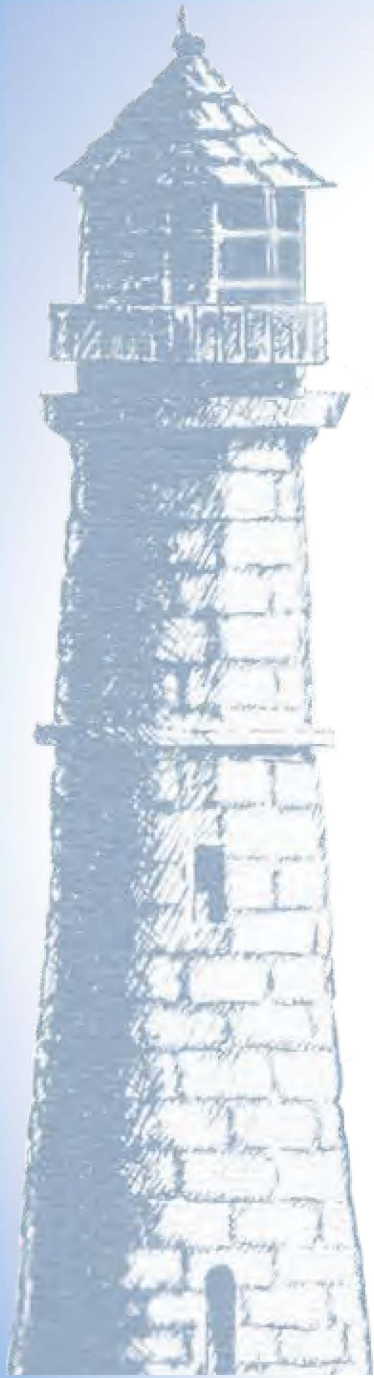
Credit Acquisition

- Although Lighthouse does not assign credits, we provide all necessary course descriptions and quarterly grades to school districts so that they are able to accurately calculate earned credits.

- The Team Meeting process is used to review and monitor course performance and credit acquisition.

Additional offerings

- Lighthouse School can design Independent Study Courses to support credit remediation or acquisition.

- We are also able to support Community Service requirements through vocational programming and job training opportunities.

High School Electives

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Why Have Electives?

- Electives are Bioeducational opportunities to help students explore areas of interest and earn high school credits.

- Electives are designed to provide academic content in a creative, social and movement-oriented setting.

The Elective Process

- Students grade 9 and above enroll in electives for two of the four quarters.

- Students are able to choose from a variety of electives.
- Students are typically able to enroll in one of their top choices.
- Electives meet daily for nine weeks.

Elective Choices

Courses are developed in areas such as History, Literature, Writing, Arts, Movement, Science, and Leisure.

Past offerings:

- Quick and Easy Food Preparation

- Filmmaking and Digital Editing

- Classic Literature in Film

- Visual Arts

- Performing Arts

- Computer Literacy

- Media Signage

- STEAM (Science, Technology, Engineering, Arts, and Math)

Expressive Therapy

Words can't always capture our deepest needs and feelings.

These services provide a multi-modal approach to individual and group therapy that combine treatment with creative processes to advance biodevelopment.
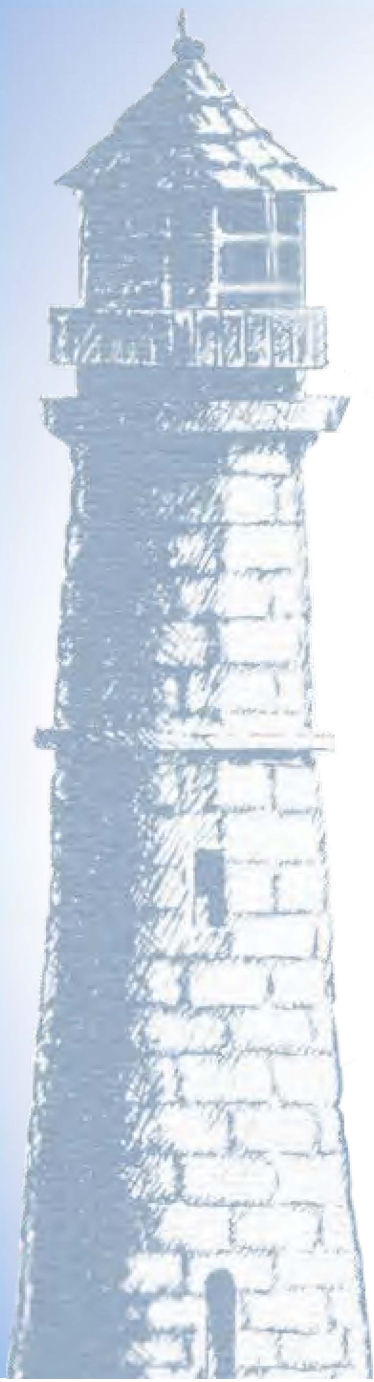
Music Therapy

Dance Therapy

Art Therapy

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Expressive Therapies

Art Therapy

A psychotherapeutic approach to treatment that:

- Increases communication through active engagement in the creative process
- Supports increased self-awareness
- Fosters self-esteem
- Cultivates emotional resilience
- Reduces distress

Music Therapy

The clinical and evidence-based use of music interventions such as:

- creating music
- playing instruments
- singing,
- moving to, and/or listening to music

within a therapeutic relationship, addresses all 8 Dimensions of the APEX Model (Behavioral, Physical, Sensory, Cognitive, Social, Temporal, Affective, and Spiritual)

Dance/Movement Therapy

The psychotherapeutic use of body movement, including dance and other physical activation, to promote integration of the individual across all 8 dimensions.

Expressive Therapies Outcomes

Creative expression and/or engagement in the creative process can:

- Improve self-awareness
- Develop emotional regulation strategies
- Increase communication
- Support exploration of challenging emotions
- Foster social skills
- Improve problem solving
- Integrate the whole person across all dimensions

Family Services

We don't accept students, we accept families.

These services focus on building communication bridges and partnerships with parents and families.

24 Hour / 365 Day Family Support System
Family Services

24 Hour/ 365 Day Family Support System

Why we have 24-hour Support

- We recognize that difficult questions, issues, and situations develop outside of the school day.

- Our investment doesn't stop at the end of the school day.

- We provide comprehensive Biodevelopmental services.

Access

- Live coverage is available twenty-four hours per day, seven days per week, 365 days per year.

- Support line is staffed by a member of the Family Services Division.

- All families are provided with the phone numbers used to access the system.

What happens during calls

- Family Therapists work with the family to process the issue and to explore possible resolutions.

- The goal is to highlight the home – school connection.

- Calls can reduce the feeling of isolation many parents experience.

The System's Purpose is <u>Support</u>

- Some situations require more than support.
- When safety is a concern, families are urged to call 911 to directly access community resources such as police, fire and/or ambulance.
- When the situation is stabilized, a call to the Support System can help process the event and plan for further intervention.

Family Services

WHAT ARE FAMILY SERVICES?

- Family Services is the bridge between home and school.
- Every family is assigned a family therapist.
- Monthly meetings are held between the family therapist and the family, typically in the student's home.

WHY WE PROVIDE FAMILY SERVICES

- Families are highly valued partners and participants in the education and clinical treatment of each child.

- The bridges that Lighthouse School builds with families help to strengthen the consistency so necessary for children and families to achieve their dreams and goals.

Family Services Focus Areas

- Unifying home, school and community

- Treating clinical issues

- Generalizing student skills and insights

- Building understanding and acceptance

UNIFYING HOME, SCHOOL, AND COMMUNITY

- Communicating in a timely and reliable manner
- Establishing a relationship based on mutual trust and respect
- Developing a common set of expectations
- Communicating about important experiences at school and/or at home
- Communicating and coordinating with all of the care providers working with the family

TREATING CLINICAL ISSUES

- Helping families gain a deeper understanding of their child's disability and its manifestations

- Supporting parents and siblings during difficult times and in challenging situations

- Offering parents the opportunity to talk about experiences

GENERALIZING SKILLS AND INSIGHTS

- Helping parents provide the structure their child needs to be successful

- Providing school-based rewards and consequences for home-based actions

- Working together to stabilize a crisis situation

BUILDING UNDERSTANDING AND ACCEPTANCE

- Exploring and working through parents' feelings about their child's disability.

- Helping parents understand the strengths and weaknesses of their child.

- Teaching parents about APEX beliefs, principles, and interventions and APEX skills that are relevant and realistic for the parents to use.

L.E.A. Services

Partnering with school systems advances the best long-term interests of students

These services focus on supporting the efforts of school systems to address student needs and to support families.

All-Inclusive Tuition Structure	IEP Development
Course Transcripts	Re-Evaluation Services**
Extended Evaluation / IAES	Team Meeting Coordination
Formal Communication	

LEA

All-Inclusive Tuition Structure

All Services – One Cost

- The school district is responsible for tuition and transportation costs.

- Tuition covers all services, with no a la carte fees.

- The service matrix received by each student is determined through the team meeting process.
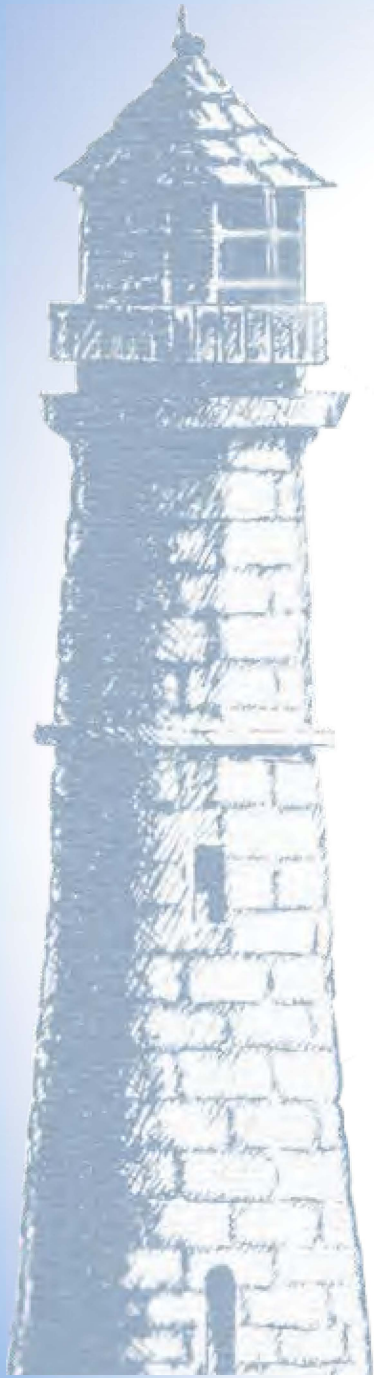
Services Include

- Assessment
- Clinical Therapy & Treatment
- Family Services
- Extended Evaluation & IAES Placements

- Vocational & Academic Programming
- Speech & Language
- Occupational Therapy
- Case Management
- Psychiatry, Medical & ADL
- P.E. & Sports Programs

Course
Transcripts

- Transcripts are provided for all high school students at the end of each academic year.

- They identify courses taken and the quarterly and final grade earned for each.

- Lighthouse does not assign or calculate credits, therefore, this information will not be included on the transcript.

- We work with district guidance departments to ensure that the necessary transcripts are available for graduating students and those seeking college admission.

Interdisciplinary IEP Development

Our approach to IEP Development

Lighthouse School's interdisciplinary team works together to draft the student's Individualized Educational Program (IEP)

Our Interdisciplinary Approach

All Service delivery providers communicate with each other during both formal meetings and informally throughout the day to discuss the student's:

- current functioning
- treatment
- teaching approaches

Staff work together to set appropriate and attainable academic and treatment goals.
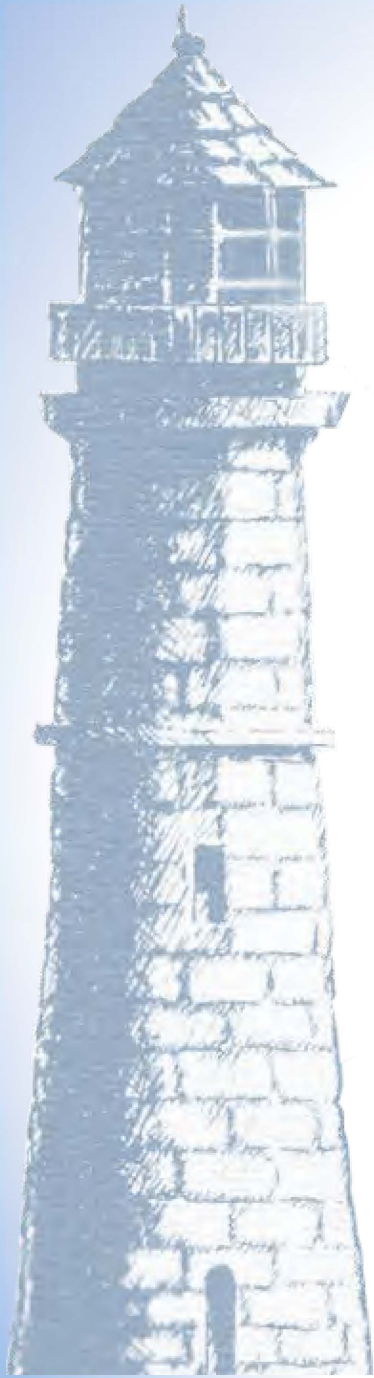
Integrating Therapeutic Goals

The student's therapeutic needs are addressed through our strong interdisciplinary approach, which is reflected throughout the IEP.

The students therapeutic needs addressed across goal areas may include:

- Self-advocacy
- Problem solving
- Social skill development
- Self-regulation
- Perspective taking
- Cooperative group work

Team Meeting Coordination

Overview

Lighthouse School ensures meetings are represented by staff that can provide a holistic overview of the student's strengths and needs including: clinical, academic, speech and language, occupational therapy, nursing care and transitional services

A Vital Part of Student Programming

- Lighthouse School is deeply committed to partnering with our families, care givers, agencies and the school districts

- The Team Meeting provides a venue for all parties to come together and discuss the student's current functioning, and work together to develop short-term and long-term goals

Working Together

- Lighthouse School works closely with school districts to schedule meetings for the students throughout the school year, accommodating the needs of families and the school districts to the best of our ability

- We work closely with families/guardians to facilitate participation either by obtaining scheduling requests, confirming meetings or assisting with transportation

Medical Services

Safety and physical well-being are essential components of good programming.

These services focus on providing students medical and nursing services that facilitate learning.

- Activities of Daily Living
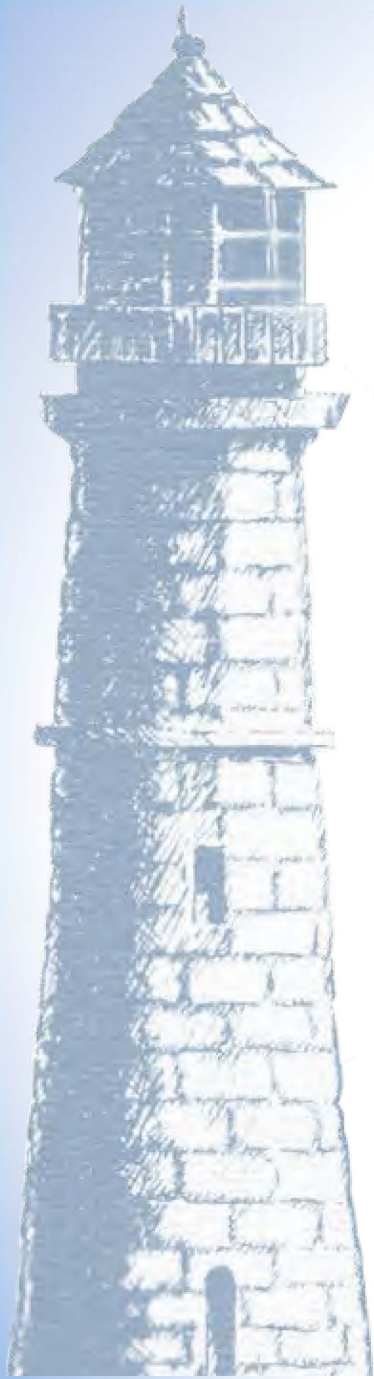- Comprehensive Growth Screenings Program
- Health Education
- Medication Administration
- Individual Health Care Plans
- Nursing
- Psychiatric Consultation & Collaboration

Activities of Daily Living Program

Definition

- Basic activities of daily living (ADL) refers to daily self care activities.

- Trained nursing staff provide basic ADL services, based on the student's IEP goals, and are evaluated each quarter to monitor progress.

- A student's ability to perform ADL is a measure of his functional level.

Examples of Basic ADL

- Showering (teaching head to toe technique)
- Dressing (managing dressing and undressing, fastening of clothing)
- Personal hygiene (hand washing technique, brushing and styling hair, shaving, oral hygiene, nail care)
- Toileting training and hygiene

Teaching techniques

- Break down tasks in small, manageable steps
- Use visual aids
- Model activity, step by step
- Observe as student duplicates activity, correcting as needed
- Provide incentives and rewards to encourage motivation

Value of ADL

- Promotes independence and understanding of personal needs
- Fosters pride in accomplishment
- Teaches the value of personal hygiene and how it relates to overall health
- Contributes to social acceptance

Comprehensive Growth Screening Program

U1R

Growth Screenings

- Growth screenings are part of Lighthouse School's commitment to families and their student's health and well being.

- Annual comprehensive growth screenings are performed by trained Lighthouse nursing staff in accordance with D.E.S. E. regulations.

- Growth screenings are built into the school schedule during the fall semester.

Planning for Growth Screenings

Planning includes:

- Obtaining annual parental consent for screenings
- Training nursing staff to perform testing
- Implementing the program with attention to time out of the classroom
- Ensuring the integrity and accuracy of the screening equipment
- Evaluating and recording results accurately
- Reporting findings

Types of Growth Screenings

Type	Grades
Vision	All
Hearing	All
Postural	5-9
BMI (Body Mass Index)	1, 4, 7, 10

Follow Up

- Letters mailed to parents/guardians detail results and further steps to follow.

- Student's PCP is notified of failed tests.

- Nursing staff and family therapists assist the families with accessing follow up care.
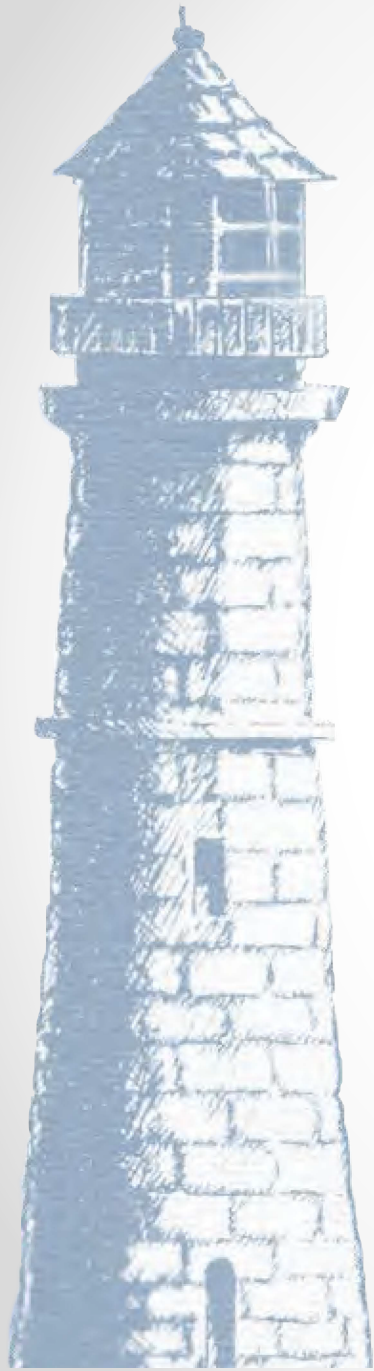
Health Education

Benefits of Health Education

Health education builds students' knowledge, skills, and positive attitudes about health.

Health education teaches about physical, mental, emotional and social health.

It motivates students to improve and maintain their health, prevent disease, and reduce risky behaviors.

Benefits of Health Education (cont.)

Health education promotes learning in other subjects. In general, healthy students learn better. Numerous studies have shown that healthier students tend to do better in school.

How is it delivered?

In accordance with the Common Core, Health Education is a half-year course taught to all 9th through 12th graders. Health lessons are taught by Clinical Services and a Special Education Teacher.

Topics covered include:

- growth and development
- nutrition; mental health
- family life
- interpersonal relationships
- disease prevention and control
- safety and injury prevention
- tobacco, alcohol, and other substances use/abuse prevention
- reproduction and sexuality
- violence prevention
- community and public health

Medication Administration

Medication Collaboration

- Many students receive medications as one component of their overall treatment plan.

- Our on-site medical services team works closely with physicians and families to administer prescribed medications.

- Communication about students functioning, especially as it relates to medication effects, ensures maximum benefit and safety.

Criteria for Administering Medications

In order to administer a medication to a student at Lighthouse School, the following documentation is required:

- Signed orders for the licensed medical provider with specific parameters for the administration of the medication
- Signed consent from the parent/guardian
- Appropriately labeled medication from the pharmacist
- For PRNs, Medication Administration record (MAR) indicating the student's usage of the medication

What is a PRN Medication?

PRN medications are those taken as the student NEEDS them rather than on a fixed schedule.

PRN medications may be prescribed for any of the following conditions:

- anxiety
- depression
- agitation
- specific short term and chronic medical conditions
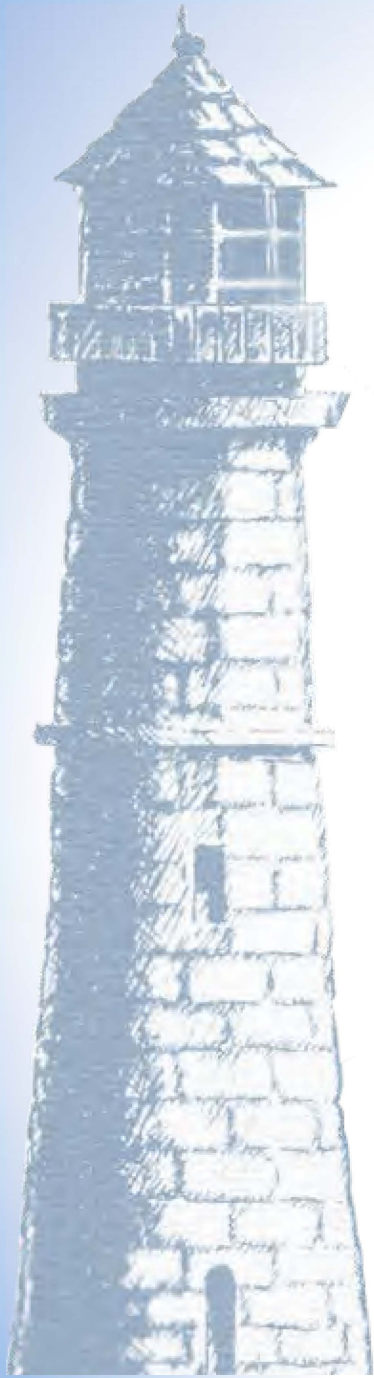
Individual Health Care Plans

Definition

- A student's Individual Health Care Plan (IHCP) is a formal written agreement with the interdisciplinary collaboration of the nursing staff, the student and his family, and the healthcare provider.

- Any student with a health impairment, physical disability or significant medical condition needs an IHCP

Types of IHCP's

- Asthma
- Serious, life-threatening allergies
- Chronic conditions, e.g., seizures, migraine headaches Diabetes
- Physical disabilities
- Need for toileting assistance

Purpose of an IHCP.

- Helps achieve educational equality for the student with health management needs.
- Ensures that the school has the necessary information and authorizations and addresses the concerns of the student, family and school staff.
- Clarifies roles and responsibilities in the management of the student's health care issue
- Avoids unnecessary risk, restriction, illness and absences
- Increases participation in class/activities and achievement
- Prevents health deterioration
- Provides learning opportunities and coping strategies for students with medical conditions and disabilities

Content of IHCP

- Describes student's health care needs with specific services, medications, action plans and staff responsibilities

- Plans education and training of school staff

- Puts in place ongoing monitoring of IHCP to ensure effectiveness and provision of best safety practices

- Includes review and signature of the student (if applicable), parent/guardian and school staff

Occupational Therapy Services

Independence in daily functioning facilitates a healthy outlook.

These services focus on helping students acquire the sensory and motor skills that expand participation in daily activities.
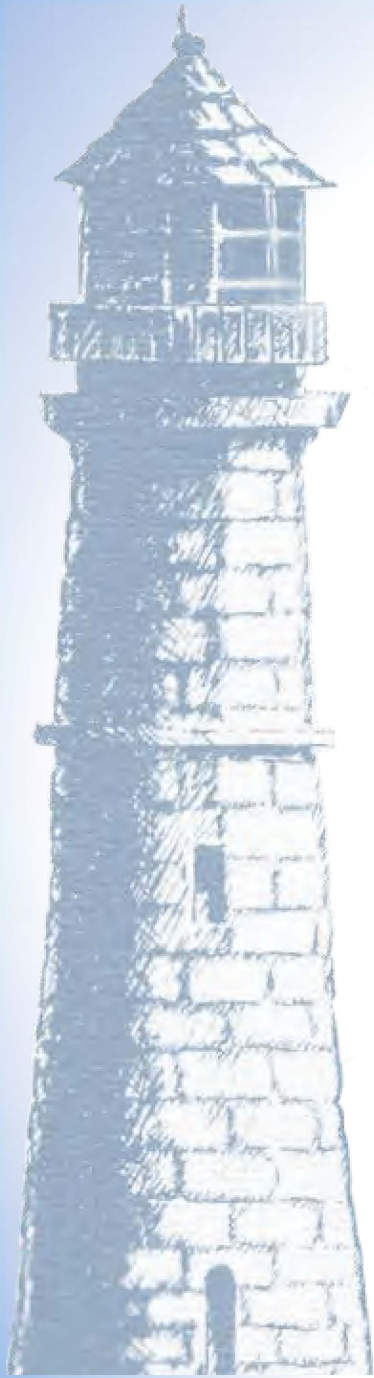
- Fine Motor Development
- Gross Motor Planning & Development
- Sensory Integration
- Visual Perceptual Development

Fine Motor Development

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Fine Motor Skills

- Fine motor skills require control and coordination of small muscles, particularly in the hands and fingers.

- Students that struggle with handwriting, keyboarding or self care skills often experience deficits in fine motor strength and coordination.

- Social skills and peer relationships may also be affected by poor fine motor skills, which are necessary for leisure activities such as board and card games.

Assessment of Fine Motor Skills

- Hand strength and endurance
- Fine motor precision
- Dexterity and manipulation

- Handwriting and keyboarding
- Use of school tools (scissors, pencil)
- Functional self-care skills (snapping, buttoning, shoe tying)

Goals & Benchmarks

- Are developed by the OTR/L who collaborates with the student's team members

- Consider a student's age, developmental abilities and potential for growth

- Are geared towards functional adaptation and optimal life success, whether academic proficiency or vocational skill development

Fine Motor Skills Applications

- Academic skills: handwriting and keyboarding

- Self care skills: buttoning, shoe tying

- Leisure activities: crafts and games.

- Prevocational skills: opening and closing containers, folding paper, stuffing envelopes

Intervention and Treatment

- Therapeutic activities are motivating and engaging, and target the area of fine motor need.

- Games and crafts with small pieces encourage students to develop fine motor skills and enhance peer relationships.

- Treatment may also include self-care skills such as buttoning, zipping or tying, to increase independence in personal care activities.
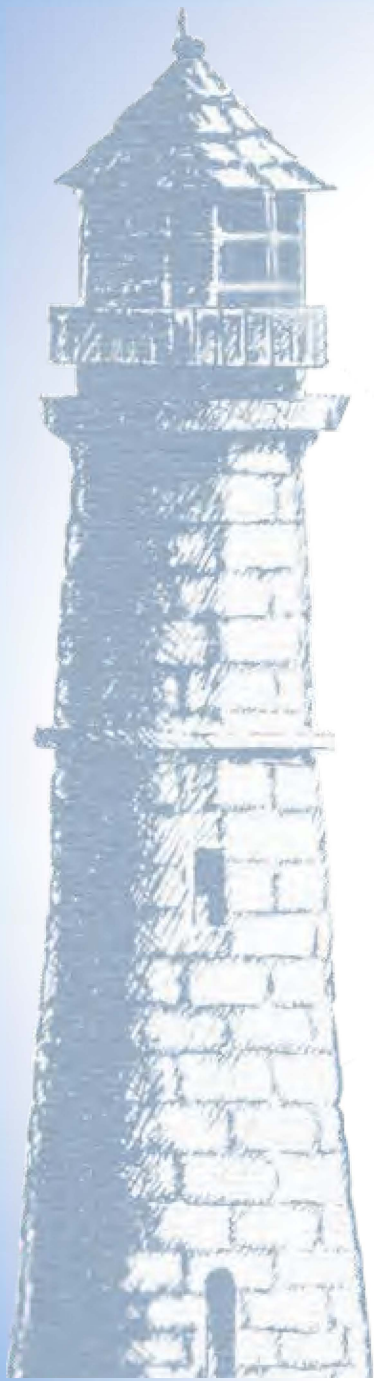
Gross Motor Planning and Development

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Gross Motor Skills and Planning

- **Gross motor skills** is the control and coordination of large muscles for whole body movements, such as running, walking, jumping and throwing.

- **Motor planning** involves the coordination, sequencing and timing of more complex motor skills such as dribbling a basketball.

- Students that struggle with motor planning often feel inadequate about their athletic abilities, and often miss out on the social opportunities that team sports provide.

Assessment of Gross Motor Skills

- Strength
- Balance and Postural Control
- Running Speed and Agility

- Gait analysis
- Bilateral Coordination
- Upper Limb Coordination
- Motor Planning

Therapeutic Goals & Benchmarks

- Are developed by the OTR/L in collaboration with other team members

- Take into consideration age, developmental abilities and potential for growth

- Are geared towards attaining independence, functional adaptation and improving self confidence with motor abilities

- Factor in student's interests and social needs, such as developing the skills needed to participate in a team sport.

Intervention and Treatment

- Therapeutic activities may include an exercise program that can be completed throughout the week, both within and outside of the OT setting.

- Adapted Physical Education staff (and other team members) use OT Consultation to design movement activities that enhance motor planning, control, and coordination.

- Intramural sports and athletic programs provide additional opportunities for students to enhance motor planning, control, and endurance.

- These interventions also help students to develop social skills and peer relationships.
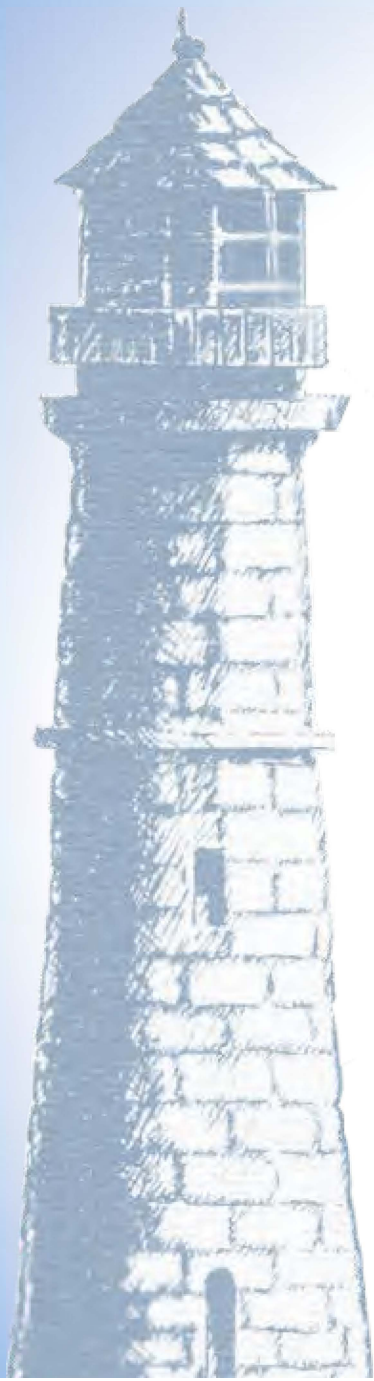
Sensory Integration and Processing

What is Sensory Integration and Processing?

Sensory Integration and Processing is the ability to take information in through all of the body's senses, process and organize the information and produce a functionally adaptive motor, behavioral, social or emotional response.

Assessment

The Occupational Therapy Division completes formal and informal assessment of:

- Postural control and muscle tone
- Processing of tactile, visual, kinesthetic and proprioceptive sensory input
- Motor planning
- Effects of sensory processing on behavior

Consultation & Collaboration

- The OT Division collaborates with staff to identify actions that may be a result of Sensory Processing Disorders, such as distractibility, fidgeting, sensory seeking or sensory avoiding or other underlying clinical issues.

- Using our Interdisciplinary Treatment Model, the OT division designs effective treatment interventions to be used throughout the student's day within all aspects of his program.

Sensory Diet

- Students who demonstrate significant challenges with Sensory Processing and Integration use a Sensory Diet as a treatment strategy.

- This is a set of strategies, designed by the OT, and used on a predetermined schedule to maximize the student's regulation and increase availability for treatment and learning.

Sensory Tools

- A variety of Sensory Tools are available for all of our students to be used throughout their school day under the supervision of the OT Division.

- These tools are used to promote self-regulation and focus.

- These tools may use the sensory pathways of touch, deep pressure, oral motor, or kinesthetic/proprioceptive through movement.

Visual Perceptual Development

Visual Perception and Visual Motor Integration

What is Visual Perception?

- Visual perception affects the ability to read, write and navigate through the environment, as well as to recognize facial expressions and emotions.

- Students who struggle with learning disabilities may experience difficulties with visual perception.

What is Visual Motor Integration?

- Visual motor integration is the ability to use visual perceptual information in combination with motor output for handwriting and the use of hand tools such as scissors or tweezers.

- Students who experience difficulty, failure and/or frustration with handwriting tasks may have difficulty with visual motor integration.

How Can OT Help?

- An OT consultation or assessment can help determine if difficulties such as poor handwriting are related to visual motor integration or other underlying clinical issues.

- If a school district asks for it, the OT Division completes formal and informal assessments of Visual Perceptual and Visual Motor Integration skills that relate to academic, vocational and functional skills.

What are the Interventions?

- Therapeutic activities are geared to the interest of each student so they are motivated and engaged.

- Accommodations, such as keyboarding, adapted writing devices or tools, are provided.

- Puzzles, copying designs and patterns with Legos or K'nex, painting, and craft activities are used to teach strategies for visual perceptual development and organization.

- The Occupational Therapist makes sure all service delivery providers are equipped with the strategies they need to enhance academic and regulation success.

Physical Education & Athletic Services

Life isn't all fun and games, but...

These services focus on a wide range of physical activities that vary in terms of difficulty and competitiveness.
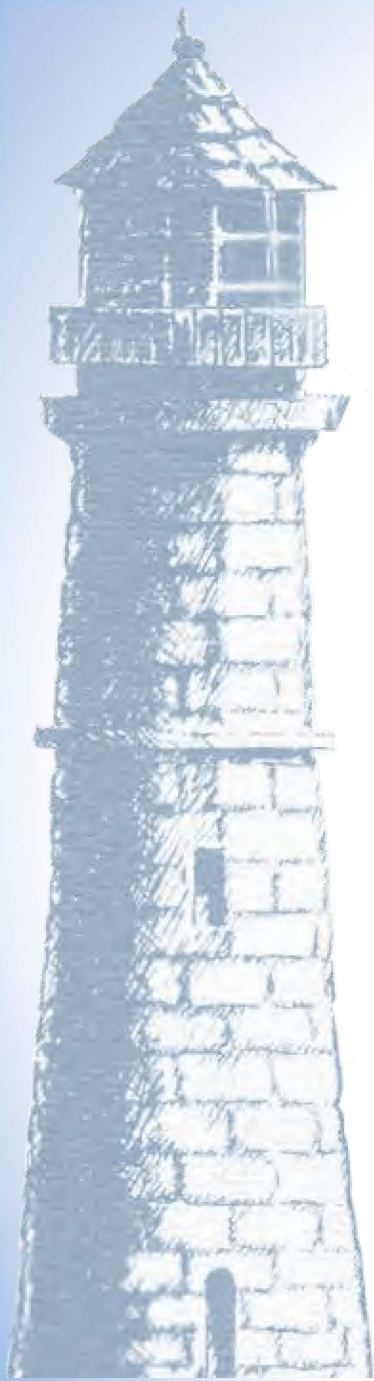
Athletics

Intramurals

Physical Education

P.R.O. (Elementary Students)

Athletics

Participation Requirements

- We expect our student athletes to uphold standards that reflect our values and philosophies.

- These expectations are outlined in a Student Athlete Contract and include:

  - ✓ Participation in treatment and academics
  - ✓ Attendance at school and practices
  - ✓ Appropriate conduct in school and the community

Opportunities:

Students are eligible to try out for Athletic teams once they have reached Grade 9 and they have achieved at least a Level 3 status.

Our Athletic teams include:

- Soccer
- Football
- Softball
- JV Basketball
- Varsity Basketball

Benefits:

- Athletics provide valuable treatment opportunities and are a source of motivation and a privilege.

- From an APEX perspective, athletics combine physical, social and affective experiences.

Physical

Athletics provide an opportunity for students to develop:

- Gross Motor skills
- Endurance
- Coordination

- Strength
- Coping Skills
- Leisure Skills
- Healthy Lifestyles.

Social

Athletics offer valuable treatment opportunities in regards to:

- Teamwork
- Sportsmanship
- Fair, healthy competition

Affective

- Pride, disappointment, anxiety and excitement are inevitable feelings experienced through athletics.

- Experiencing wins and losses, successes and failures fosters insight about self/other and facilitates a healthy self-concept.

Intramural Athletics

Intramurals provide opportunities to learn basic teamwork skills

Intramurals offered may include:

- Track & Field
- Soccer
- Martial Arts

- Kickball
- Basketball
- Floor Hockey

Intramurals provide many treatment opportunities:

- Affective
- Physical
- Social

Affective

- Fosters healthy self-concept
- Promotes a sense of attachment by being part of a team
- Provides opportunities to cope with the thrill of victory and agony of defeat

Physical

- Promotes life-long fitness well being.

- Facilitates gross motor skill development (i.e. strength, endurance, motor planning, etc.)

Social

- Teaches appropriate socialization skills
- Facilitates peer relationships
- Gives students the opportunity to experience teamwork and the concept of healthy competition
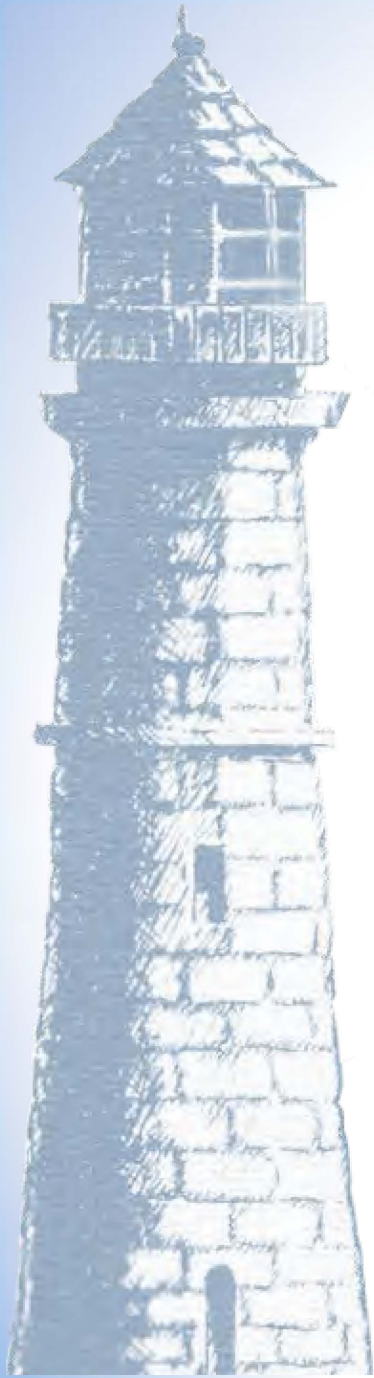
Physical Education
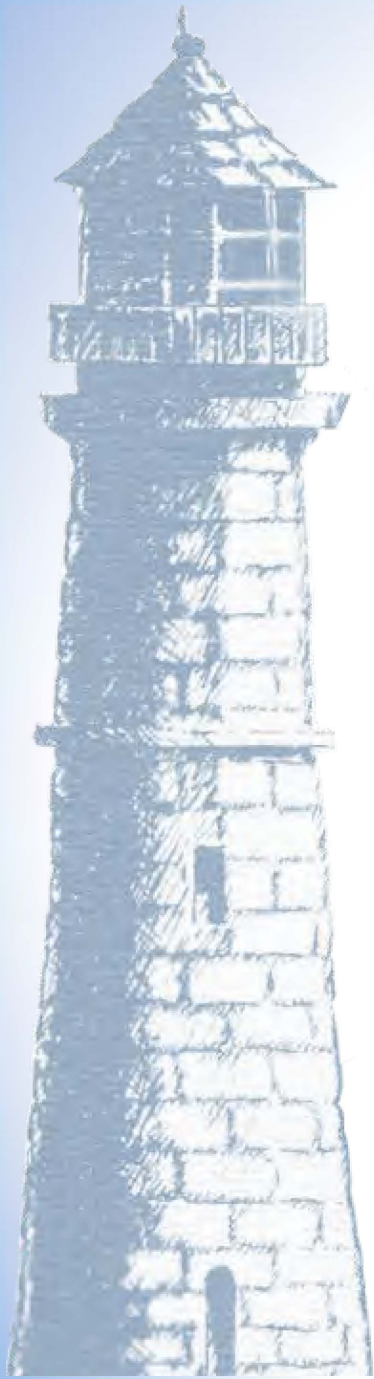
Physical Education

Provides exposure and instruction in a variety of physical activities, as well as health/wellness concepts (growth, development, nutrition, etc.)

Physical Education at Lighthouse School

- Small group instruction, tailored to specific student needs/abilities

- Intramural Athletics: Instruction and exposure to a variety of team and individual physical activities

- Varsity and Junior Varsity Athletics: Instruction and participation in a specific team sport, with opportunities to compete against other schools

- Students are encouraged to explore various sensory/physical strategies to gain insight into their therapeutic needs.

Benefits of Physical Activity:

- Facilitates general fitness
- Promotes social skill development
- Enhances self-concept
- Improves mood by decreasing symptoms of anxiety and depression
- Positively impacts self-regulation
- Decreases symptoms associated with ADHD

P.R.O. (Recess)
Peer Relationship Opportunities

Who, What, and When:

- It is a standard part of the day for all students in Grades K-6.

- It is a 30-minute instructional time at mid-day

- It includes organized activities or play on the playground under constant staff supervision.

For Students:

- Students develop their own games, make choices about what to do, and choose their playmates.

- It is an opportunity for movement as well as socialization with a larger group of peers.

- If offers students a safe place to practice skills necessary in less structured community settings.

For Staff:

- Many treatment opportunities arise given the social challenges many of our students face.

- Staff are able to observe how well students are generalizing skills learned

- Staff provide assistance, instruction and support to navigate the social demands of this time

Benefits:

- Provides experiences within all eight dimensions of human experience (spiritual, affective, temporal, social, cognitive, sensory, physical, and behavioral)

- Provides practice in negotiation, cooperation, sharing, and problem solving.

Psychiatry

Treating the Biological Foundation

For some of our students, part of their holistic treatment involves medication. Finding the right medication regime for young children and adolescents is not always an easy task.

- **Psychiatric Consultation and Collaboration**

Psychiatric Consultation and Collaboration

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Lighthouse School is a treatment center.

For some of our students, part of their holistic treatment involves medication.

Finding the right medication regime for young children and adolescents is not always an easy task.

Psychiatric Services

We offer psychiatric consultations and collaboration with outside medical and psychiatric providers.

Families can request consultations with our psychiatrists to discuss medications.

Psychiatric assessment and recommendations

Our psychiatrists carefully review the student's clinical history, assess current functioning, and consult the parents or guardian to discuss the most appropriate recommendations.

Observing and meeting the student to understand his/her motivation, cooperation and behavior is also a very important part of the evaluation.

Collaboration

Our psychiatrists will collaborate with the student's outside medical provider, if the parents or guardian decide to go forward with the psychiatrist's recommendation.

Follow-up

Medication compliance and effects are then monitored by our staff and reviewed periodically.

Regulation

Modulating activity maximizes functioning

These services help students to preserve and restore functional levels of regulation across the 8 dimensions of experience

Regulation

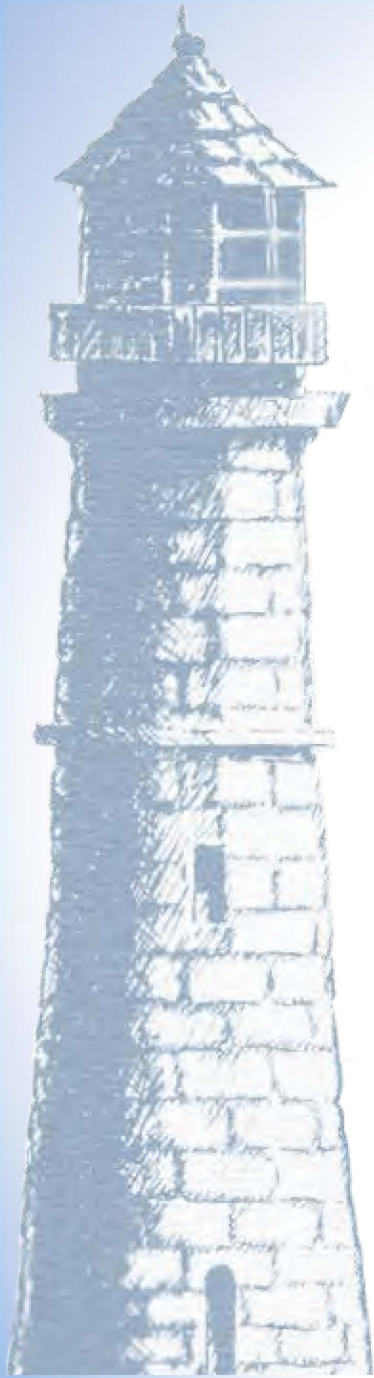Reinforcement & Motivation

Treatment Plans

Regulation Preservation

Crisis Intervention

Regulation Restoration

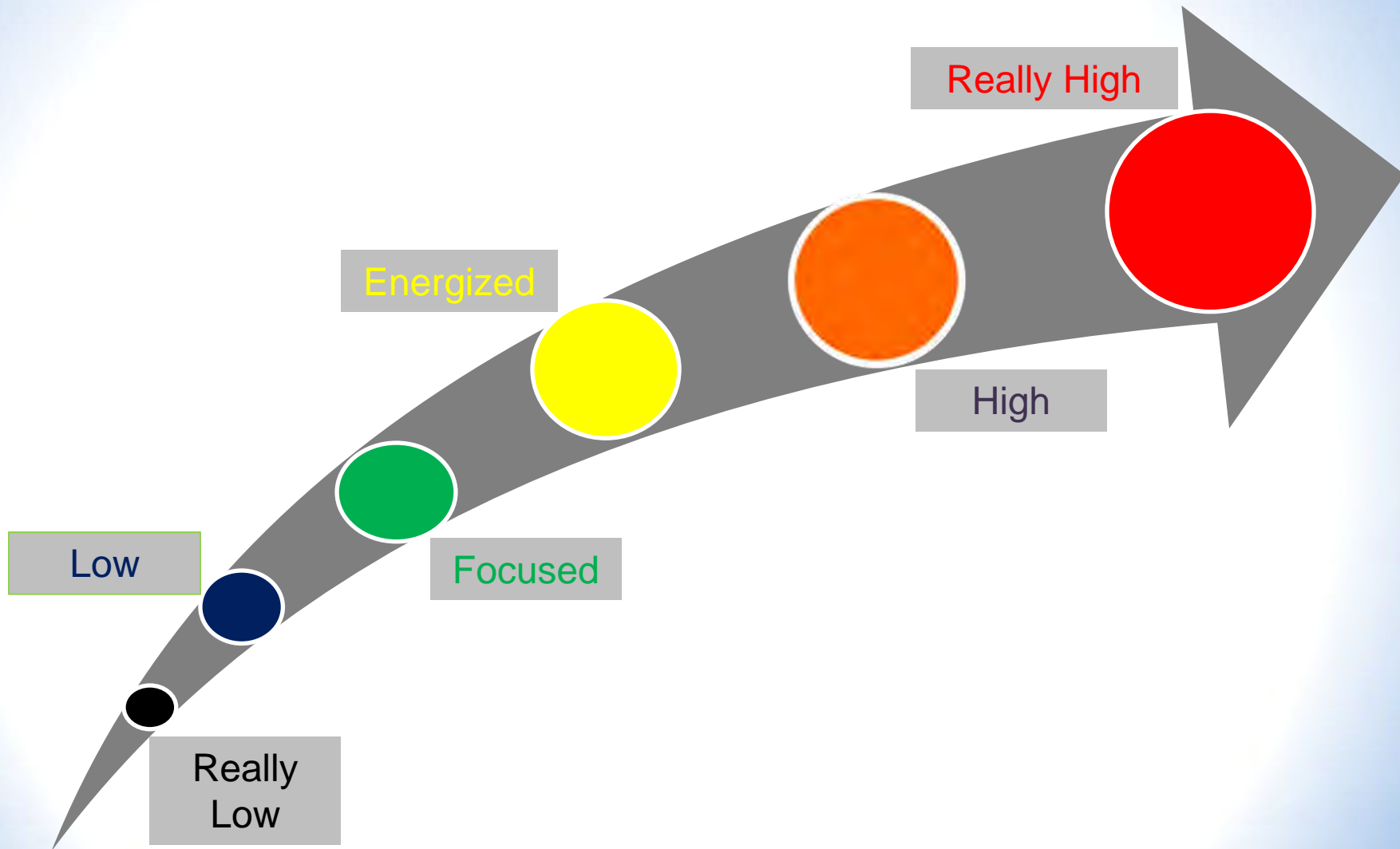# Regulation

What Is Regulation?

The modulation and integration of activity and experience to maximize functioning

Regulation Challenges

- Lighthouse School students struggle with regulation.
  - Behavioral dysregulation is the most familiar, but it is important to recognize that regulation extends to all aspects of experience and is not limited to behavior.
- Regulation represents an important *skill.*
  - Learning to control actions and experiences is essential to day to day success.

R.A.E.

- Is a tool available for use with all students
- Is easily understood as a representation of their experience
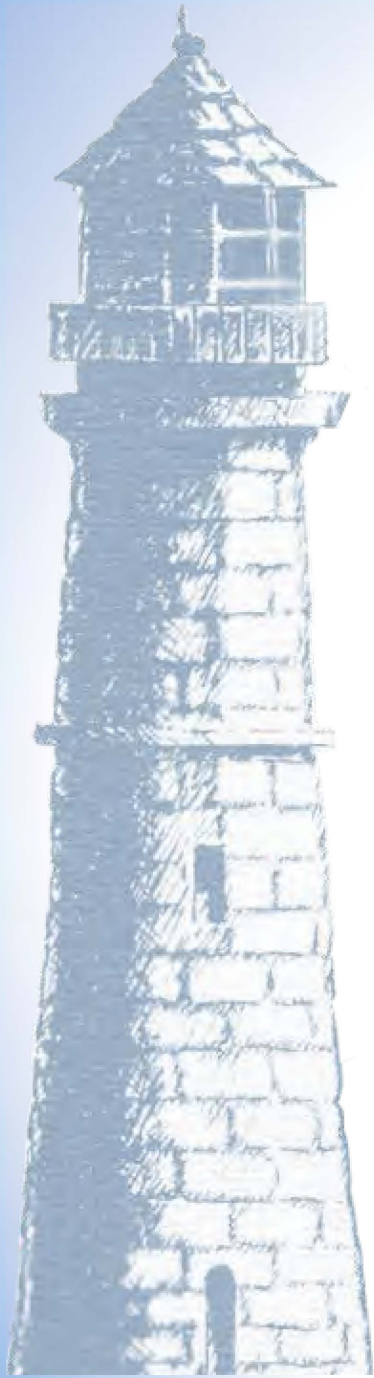- Assumes moderate levels of regulation are best in most situations

Regulation Services

- **Regulation Preservation**

  Helping students maintain a functional level of regulation

- **Regulation Restoration**

  Helping students to regain (restore) a functional level of regulation following some crisis or overwhelming experience

Reinforcement & Motivation

A Core Belief at Lighthouse School:

The needs that underlie behavior are far more important than observable actions

Reinforcement & Motivation

- One component of APEX Bioeducation is reinforcement.

- All students earn reinforcement as part of their treatment. The type and frequency of reinforcement is based on the student's developmental needs

- Students are reinforced for positive and constructive actions that are not limited to behavior. These actions include: conflict resolution, expression of needs and feelings, prosocial actions, and working on individual treatment goals
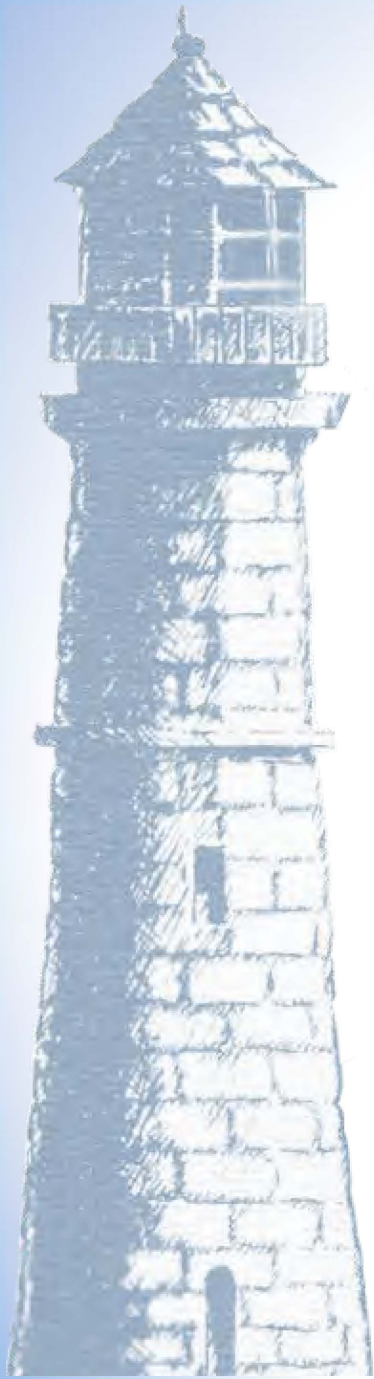
The Benefits of Reinforcement

- Students work hard on their personal goals.
- Students understand what is expected of them when they meet those expectations.
- Self esteem is improved by emphasizing success rather than failure.
- Student-staff relationships are enhanced.

APEX Motivation Place (A.M.P.)

On-site store that motivates students to earn tokens or points and experience positive biodevelopment.

Treatment Plans

Team Treatment

- All staff are trained to use APEX bioeducation to help students address their clinical needs and issues.

- Team treatment means staff working consistently with each other in terms of treatment needs, goals and interventions.

Rationale for Treatment Plans

- We believe that each student has a unique set of strengths and challenges.

- In order to provide the best treatment, we develop an individualized treatment plan for every student.

Structure of Treatment Plans

- Features – the major needs, issues, difficulties that the student confronts

- Goals – the specific, attainable outcomes that address identified features

- Interventions – the treatment interventions to be used by team members to work towards identified goals

Specialized Treatment Plans

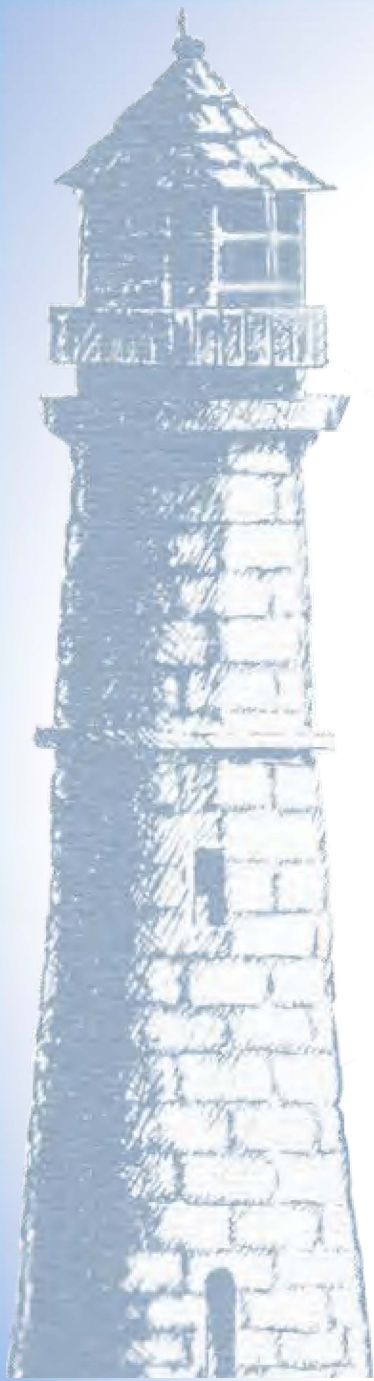Some students need plans that focus on issues outside of the school environment

These plans address:

- regular school attendance
- safe bus rides
- appropriate home conduct

What If the Plan Isn't Working?

- We try something new.
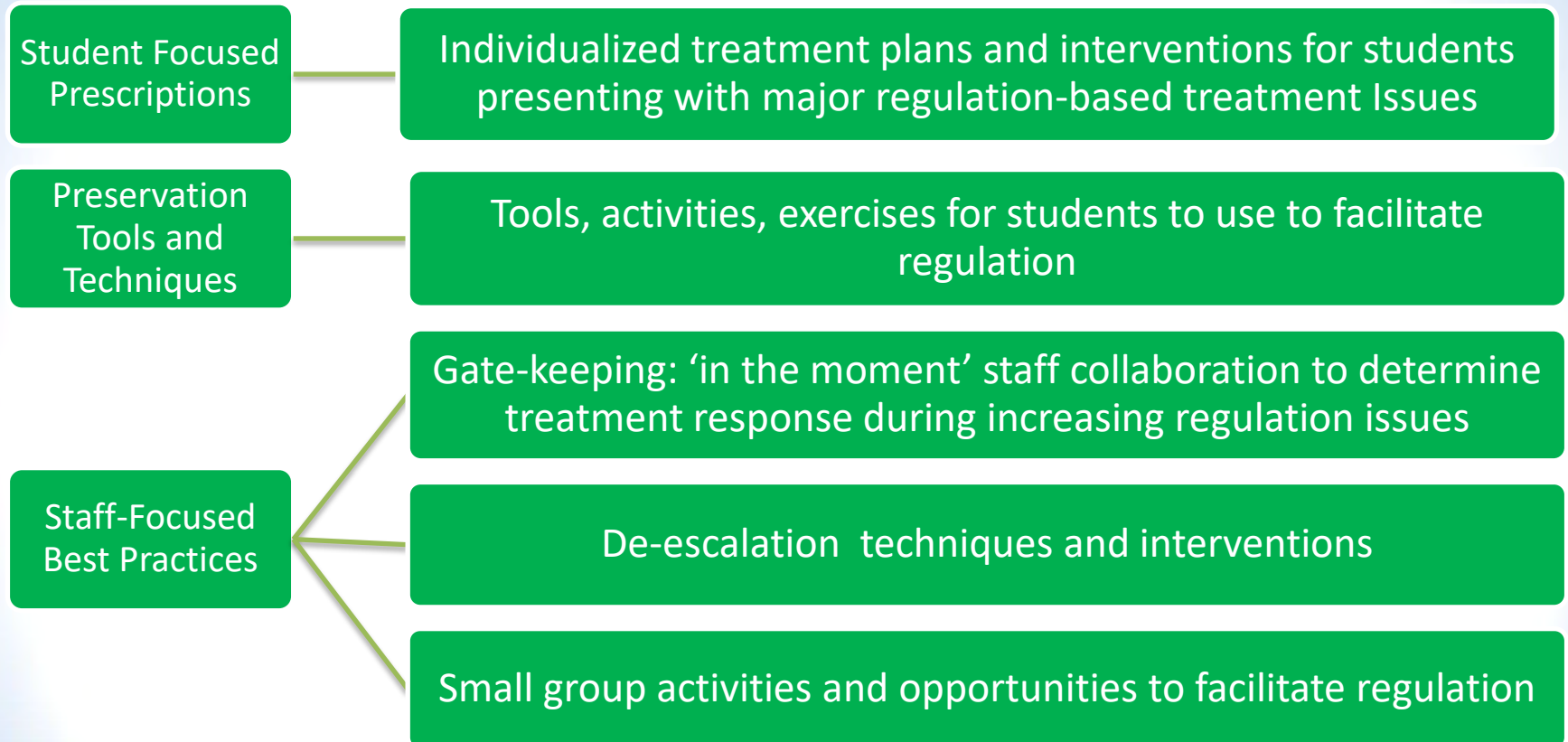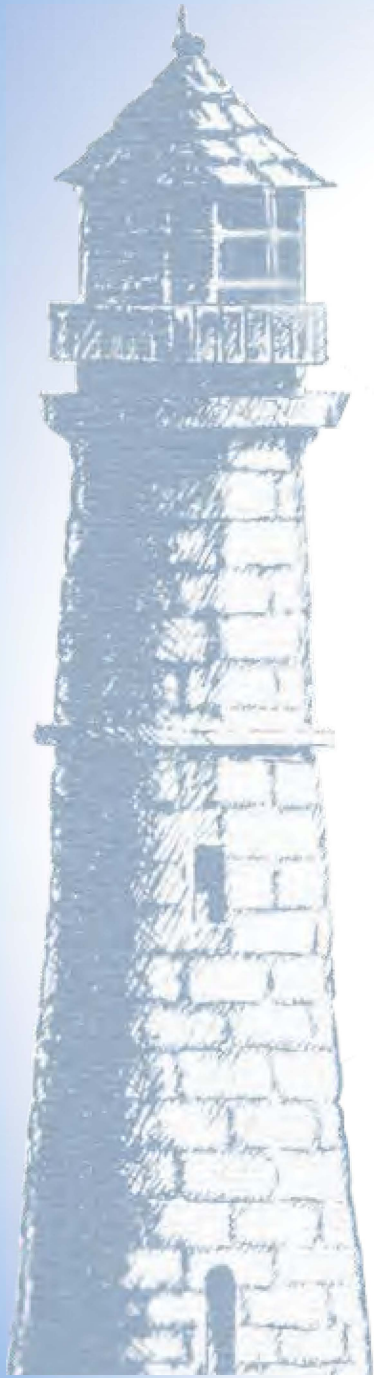- We think outside of the box.
- We get creative.

Regulation Preservation & Intervention

What is Regulation Preservation?

Helping students maintain a functional level of regulation

Components

Student Focused Prescriptions — Individualized treatment plans and interventions for students presenting with major regulation-based treatment Issues

Preservation Tools and Techniques — Tools, activities, exercises for students to use to facilitate regulation

Staff-Focused Best Practices
- Gate-keeping: 'in the moment' staff collaboration to determine treatment response during increasing regulation issues
- De-escalation techniques and interventions
- Small group activities and opportunities to facilitate regulation

Crisis Intervention

What is Crisis Intervention?

- When one of our students shows signs of being extremely unregulated, our staff provide a supportive approach, to help the student identify and process his feelings safely.

- We use the Crisis Prevention Institute (CPI) model.

- We provide multiple trainings on crisis intervention throughout the year.

Examples of Crisis Intervention Techniques

- Access staff members with whom student has a relationship.

- Use positive reinforcement.

- Use Conflict Resolution Process.

- Sensory and pragmatic tools.

- Use of restraint if necessary, as last resort, using CPI techniques.

Relationships

Accessing a staff member with whom the student has a trusting relationship often helps a student open up and talk about feelings and needs.

Positive Reinforcement

When a student shows signs of becoming agitated, but is still expressing his thoughts, feelings or needs appropriately, we use positive reinforcement to encourage them to process conflicts.

Conflict Resolution Process

- An exit process follows every timeout, so the student learns more about himself and other people.

- Additional staff may be needed for insight to occur.

- Insights can be simple or complicated, surface or deep.

Sensory and Pragmatic Tools

Proactive coping strategies are incorporated into the students' treatment plans:

- Sensory tools – weighted blankets, movement breaks, squish balls, etc.

- Pragmatic tools – social stories, perspective-taking, games, etc.

Use of Restraint

- We only use restraints when students are an imminent threat to themselves or other people.

- We do not use mechanical or chemical restraints.

- Trained staff use CPI-authorized therapeutic holds to keep students safe.
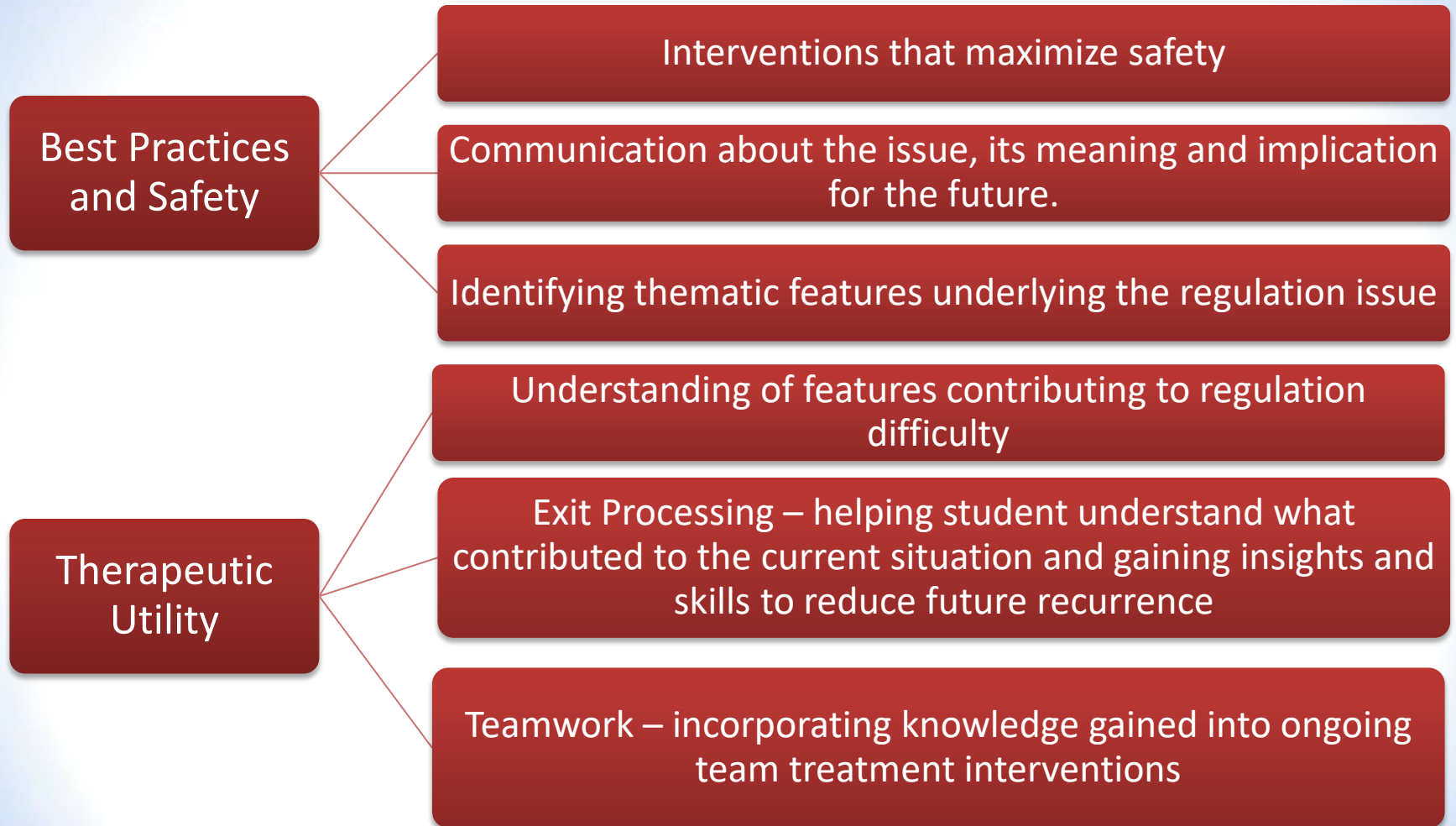
Regulation Restoration

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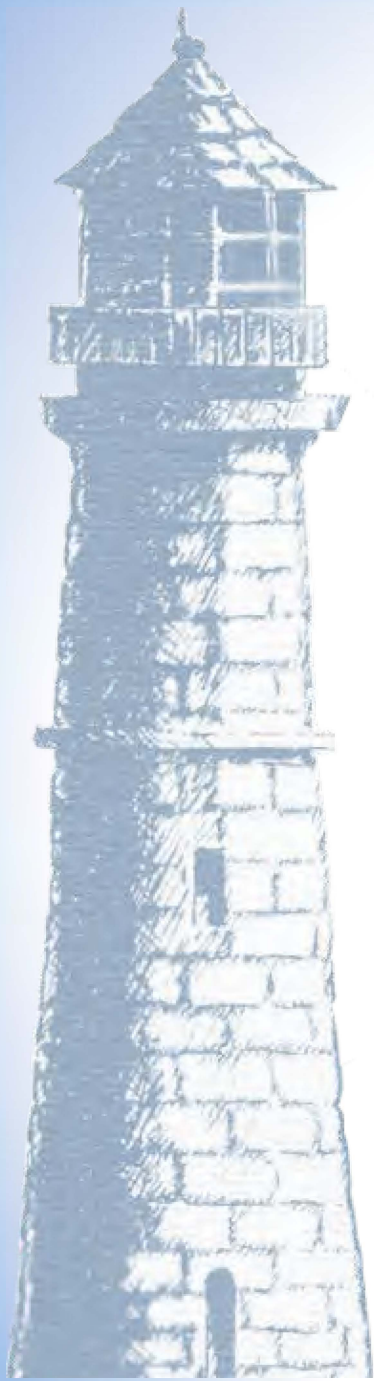
What is Regulation Restoration?

Helping students to regain (restore) a functional level of regulation following some crisis or overwhelming experience

Regulation Restoration Processing

Best Practices and Safety

- Interventions that maximize safety
- Communication about the issue, its meaning and implication for the future.
- Identifying thematic features underlying the regulation issue

Therapeutic Utility

- Understanding of features contributing to regulation difficulty
- Exit Processing – helping student understand what contributed to the current situation and gaining insights and skills to reduce future recurrence
- Teamwork – incorporating knowledge gained into ongoing team treatment interventions

Speech & Language Services

Communication with others is critical for life success.

These services focus on expanding students' skills in understanding others and expressing themselves.
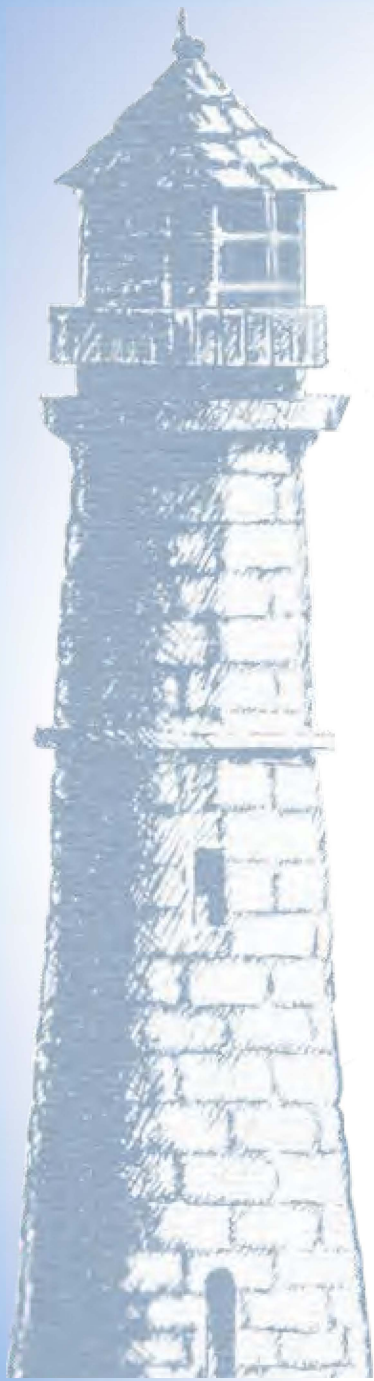
Expressive Language Development

Pragmatic Language Development

Receptive Language Development

Expressive Language Development

Expressive Language Deficits

- Expressive language means being able to put thoughts into words and sentences, in a way that makes sense and is grammatically accurate.

- Children with Expressive Language Deficits struggle to communicate using spoken or written language, sign or gesture.

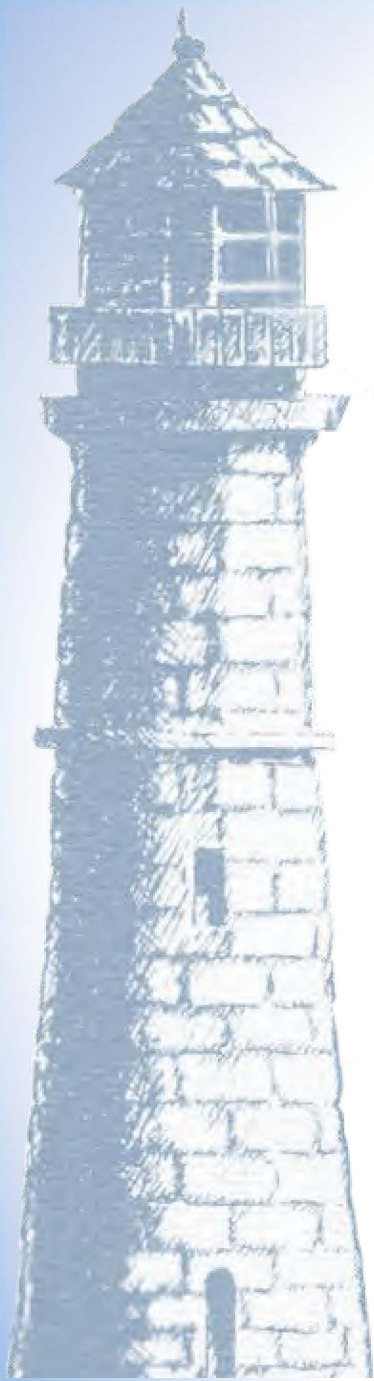# How do Expressive Language Deficits Impact the Child?

- Cognitively, students struggle to demonstrate understanding/knowledge of topics through oral and written work.

- Socially, students struggle with peer interactions and conflict resolutions because they are unable to start/maintain appropriate conversation.

- Affectively, students struggle to verbalize their feelings/needs because of limited or non-specific vocabulary.

- As a result conflicts often arise because they confuse others and cause them to misinterpret.

Intervention and Treatment

- Identify the specific issues for each child.
- Develop individualized intervention and treatment plans.
- Continually assess each students benchmarks/ goals.
- Redefine and enhance plans to meet the child's developmental needs and progress.

Treatment Examples:

- Teach and abundantly reinforce effective communication skills (eye contact, body language, etc.).

- Teach social skills and conflict resolution strategies through social scripting.

- Focus on the understanding and verbalization of thematic feelings and needs.

- Problem-solve coping strategies.

Pragmatic Language Development

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Pragmatic Language

- Pragmatic Language Development is the ability to use language appropriately in social situations

- Children with impairments in this area can have difficulties with the semantic aspect of language (the meaning of what is being said) and the pragmatics of language (using language appropriately in social situations).

Impact of Pragmatic Language Impairment

- Delayed language development
- Stuttering or cluttering speech
- Repeating words or phrases
- Difficulty understanding questions
- Difficulty understanding choices and making decisions
- Difficulty following conversations or stories; conversations are "off-topic" or "one-sided"
- Difficulty extracting the key points from a conversation or story; they tend to get lost in the details
- Difficulty explaining or describing an event

- Tendency to be concrete or prefer facts to stories
- Difficulty understanding sarcasm or jokes
- Difficulty in reading comprehension
- Difficulty with reading body language
- Difficulty in making and maintaining friendships and relationships because of delayed language development
- Difficulty in distinguishing offensive remarks
- Difficulty with organizational skills

Goals and Objectives

- We want to help students understand the meaning of what is being said and use language appropriately in social situations to ensure participation in all areas of APEX Bioeducation. Specifically, we want them to:
  - Socialize appropriately with their peers
  - Participate (and learn) on lessons
  - Develop disability awareness: Be aware of their struggles and access strategies to assist themselves

Treatment Examples

- Teach (and reinforce them for using) effective communication skills including visual attention and turn taking.

- Explore the impact of pragmatic language difficulties on students' social lives

- Explore the feelings and the needs that these difficulties present.

- Capitalize on opportunities to help students gain insight into their disabilities and to learn coping strategies.
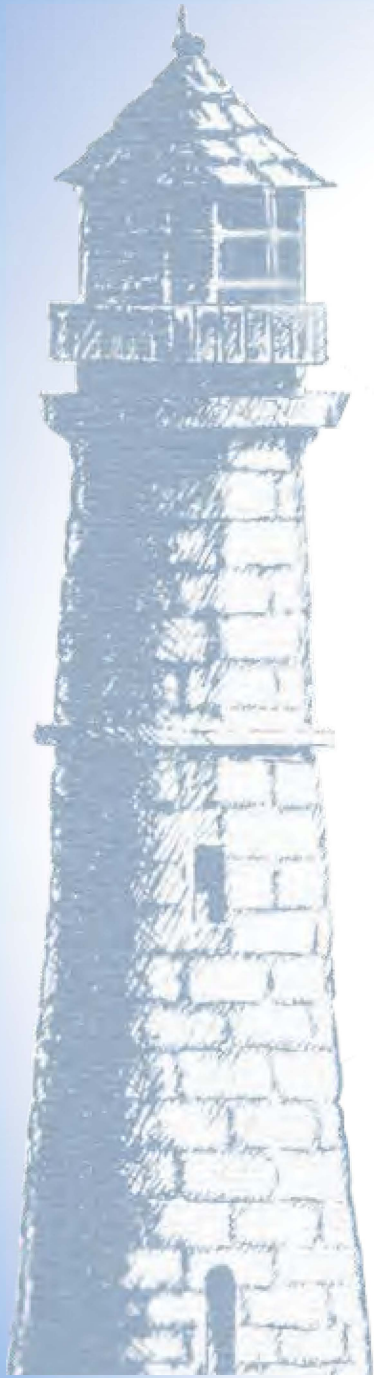
Receptive Language Development

Receptive Language Deficits

Receptive Language is the ability to understand or comprehend language heard or read.

Deficits impact a child's ability to attach meaning to auditory information.

As a result the student struggles to understand what is said, despite being able to "hear" fine.

How do Receptive Language Deficits Impact the Child?

- Cognitively these students often struggle to make inferences, compare/classify things, comprehend number concepts and word problems.

- Socially they struggle to interact appropriately because they may not follow what is said. This is complicated by language barriers, background noise and excessive or rapid speech.

- Affectively, these students get confused and frustrated. They may:
  - not follow or remember directions
  - not follow conversations.
  - get overwhelmed with too much verbal input.
  - appear to tune out speakers.

- As a result conflicts often arise because they get confused and misinterpret.

Intervention and Treatment

- Differentiate the specific issues for each child.
- Develop individualized intervention and treatment plans.
- Continue to assess each students benchmarks/ goals.
- Redefine and enhance plans to continually meet the child's developmental needs.

Treatment Examples:

- Teach (and reinforce them for using) effective communication skills including visual attention and turn taking.

- Explore the impact of these difficulties on social experiences (i.e. conflicts, etc.)

- Explore the feelings and the needs that these difficulties present.

- Use these opportunities to help students gain insight into their disabilities and to learn coping strategies.

Vocational Services
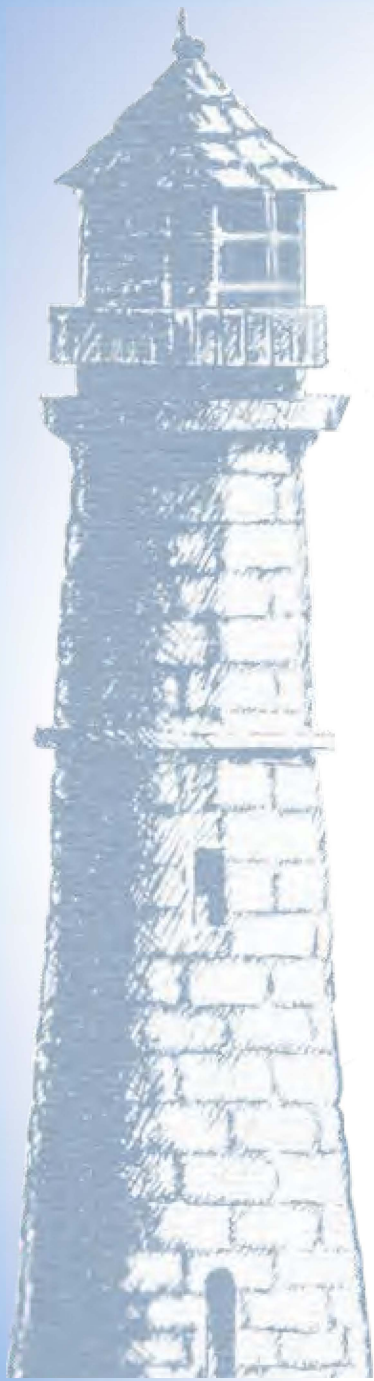
Hard work builds character

These services focus on providing student opportunities to acquire the generalized skills necessary in the world of work.

Applied Life Skills Instruction

Vocational Development

Applied Life Skills Instruction

Applied Life Skills Courses

- Applied Life Skills Grade 9 & up
- Electives
- Applied Life Skills/Transition (Grade 10 and up)

Applied Life Skills Grades 9 & Up

- Helps transition students into the vocational development world
- Focuses on the application of math and reading skills to real life situations, such as banking, menu planning, shopping, meal preparation, budgeting, etc.

Applied Life Skills Electives

- Students who need a more functional approach to life skills that will increase their independent skills.

- Skills practiced at school include recycling, care of the home, basic cooking skills, errands, money skills, and shopping.

- Lessons happen in simulated settings at school to prepare for later community generalization.

Applied Life Skills / Transition is for Students Who:

- Are in grades 10 and up
- Have the potential to live independently as adults
- Need concrete instruction, review and repetition to master these skills

OR:

- Need motivation to realize potential for independence

Skills for Adult Living is geared toward students who:

- Are at the High School level (Grades 9 and up)

- Have the potential to live independently as adults

- Need concrete instruction, review and repetition to master these skills

Skill Set Focus

- Maintaining a household:
  - Money management
  - Shopping
  - Cleaning, cooking and laundry
- Obtaining job training or secondary education and obtaining/maintaining employment
- Accessing medical and mental health services
- Career Exploration

Skill Set Focus (cont.)

- Maintaining a healthy lifestyle
  - Diet
  - Exercise
  - Recreation
- Grooming and appearance
- Managing medication
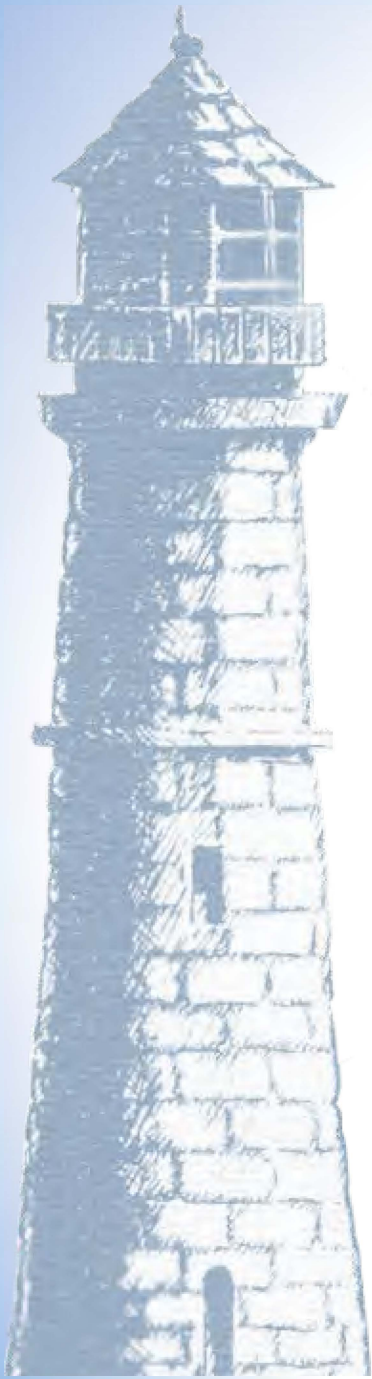
Vocational Development

Who and Where

- Offered to selected students beginning in Grade 9 and continuing through Grade 12+.

- Lessons occur both on site and in the local community at pre-selected 'job sites'…

Jobs On Site (Project ACT)

- Requires a level of autonomy, allowing them to move independently throughout the building
- Emphasis on beginning to develop good employee skills that will maximize success in any setting
  - Work ethic
  - Attention to quality
  - Interpersonal skills
  - Self-responsibility
  - Punctuality/attendance

Project ACT Jobs

- Food Service
- Landscaping
- Office Skills
- Stocking & Inventory
- Building Maintenance/Housekeeping
- Retail Services (School Store)
- Recycling

Jobs Off Site

- Promotes generalization from skills learned on site (at school) to real world job settings.

- Emphasis on *expanding* skills that will maximize success in the work place, such as:

  - Hygiene

  - Behavioral regulation

  - Interacting with bosses / supervisors

  - Getting along with co-workers

  - Following workplace rules and etiquette

Jobs in the Community

- Food Service
- Hospitality
- Stocking & Inventory
- Building Maintenance
- Retail Services
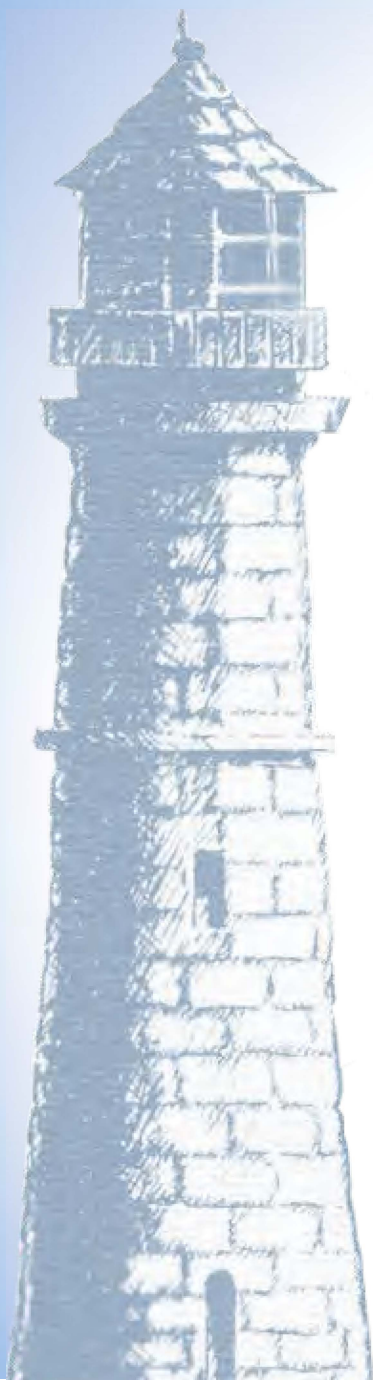
Extended Evaluations and Interim Alternative Educational Setting (IAES)

Extended Evaluations and Interim Alternative Educational Setting (IAES)

Lighthouse School has recently begun to work with school systems who desire a short term placement for an extended evaluation or IAES.

Overview of Extended Evaluations

- We offer extended evaluations of up to 8 weeks to help school districts assess the student's academic, clinical and/or behavioral needs.

- We work with the school district, guardians and other case managers to help determine final decisions about IEP services, the next placement and/or strategies for success.

- This is NOT considered to be a placement change.

Overview of IAES placement

An IAES is considered when disciplinary procedures involve "special circumstances":

- Possession of a weapon
- Possession or use of illegal drugs
- Infliction of serious bodily injury upon another person

Overview of IAES Placement (cont.)

When "Special Circumstances" Exist:

- The district may move a student to an IAES for up to 45 days regardless of whether the behavior is determined to be a manifestation of the student's disability.

- The student's team determines the IAES.

- The student has the same right to educational services and assessments as if the student's conduct was found not to be a manifestation of disability.

Referral Process for IAES & Extended Evaluations

- Lighthouse School meets with the student and family in the same way as any other referral and the Enrollment Team makes a determination to accept if the student's needs are a good match for what we can offer.

- District provides informational referral packet

- Family submits a Pre-Enrollment Application

- Family and student visit to Lighthouse School

For both IAES and Extended Evaluation placements:

- We determine with the school district any testing that may take place during the period and what reports the district and Lighthouse School agree will be completed.
- We appoint a supervisory team with weekly meetings to make sure goals and objectives are being met.
- A Family Therapist is assigned to meet in house with the family and communicate by phone or email as often as needed.
- Individual and group psychotherapy are provided and when appropriate, observation with a Lighthouse School consulting psychiatrist.
- Throughout the short-term placement, we maintain frequent communication with school district personnel to ensure that their needs are met.

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